

**THE INFLUENCE OF USING TWO-STAY TWO-STRAY TOWARDS
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF
THE ELEVENTH GRADE OF MA AL-HIKMAH BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

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LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING TWO-STAY TWO-STRAY TOWARDS STUDENTS' SPEAKING ABILITY AT THE THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR 2017/2018

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This study deals with the implementation of Two-Stay Two-Stray Technique (TSTS) to improve students' speaking ability in the eleventh grade of MA AL-Hikmah Bandar Lampung in the academic year of 2017/2018. The objective of research was to find out whether there was a significant influence of using Two Stay Two Stray technique toward students' speaking ability at the first semester of eleventh grade in Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

This research methodology was quasi experimental research. The object of the research are two classes in the elventh grade of MA Al-Hikmah Bandar Lampung chosen purposely using purposive sampling from 103 of population. The first class is XI IPA as the experimental group and the second class is XI IAI as the control group. The data collected from the score of pre-test and post-test after the treatment. In collecting the data test was used in this research. The Instrument of this research was an oral test. After giving the post-test, the reseacher analyzed the data by using SPSS to compute independent sample t-test.

After giving the post-test, the reseacher analyzed the data by using independent sampling t-test. It was found out the result of $Sig.(P_{value}) = 0.006 < \alpha = 0.05$. it means that H_0 is rejected and H_a is accepted. Therefore, there is a significant influence of using Two Stay Two Stray technique toward students' speaking ability at the first semester of eleventh grade in Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

Key Words : speaking ability, two-stay two-stray technique, quasi experimental



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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Two Stay Two Stray Towards Students’ Speaking Ability in at the First Semester of the eleventh Grade of MA-ALHIKMAH Bandar Lampung in the Academic Year of 2017/2018.” is completely my own work, and I am fully aware that I have queted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, September 2017

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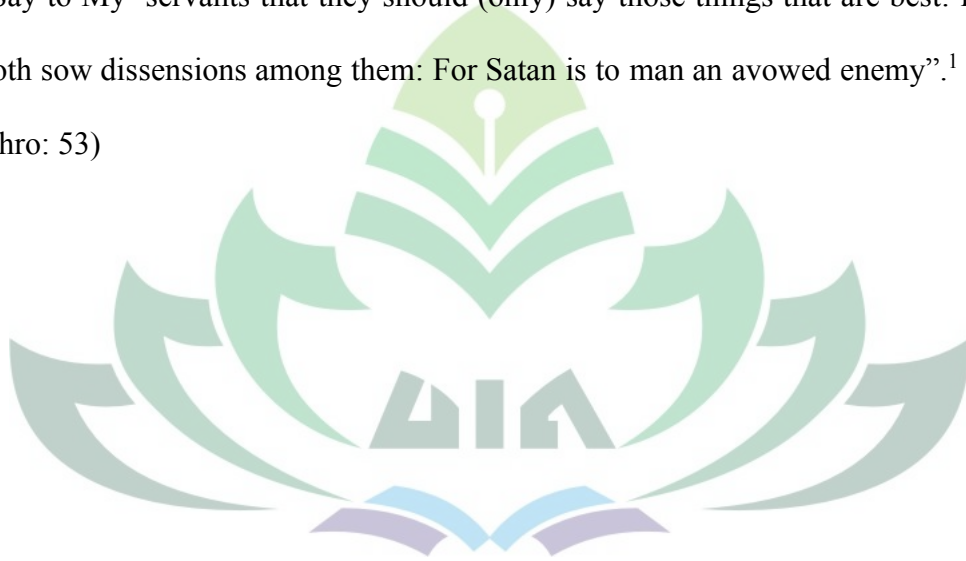


MOTTO

وُسَّيْ أَوْ أَوْ إِنْ غُـ إِنْ

وُسَّيْ

“Say to My servants that they should (only) say those things that are best: for Satan doth sow dissensions among them: For Satan is to man an avowed enemy”.¹ (Q.S Al-Ishro: 53)



¹ Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Bestville: Amana Publication, 2005), p.1153

DEDICATION

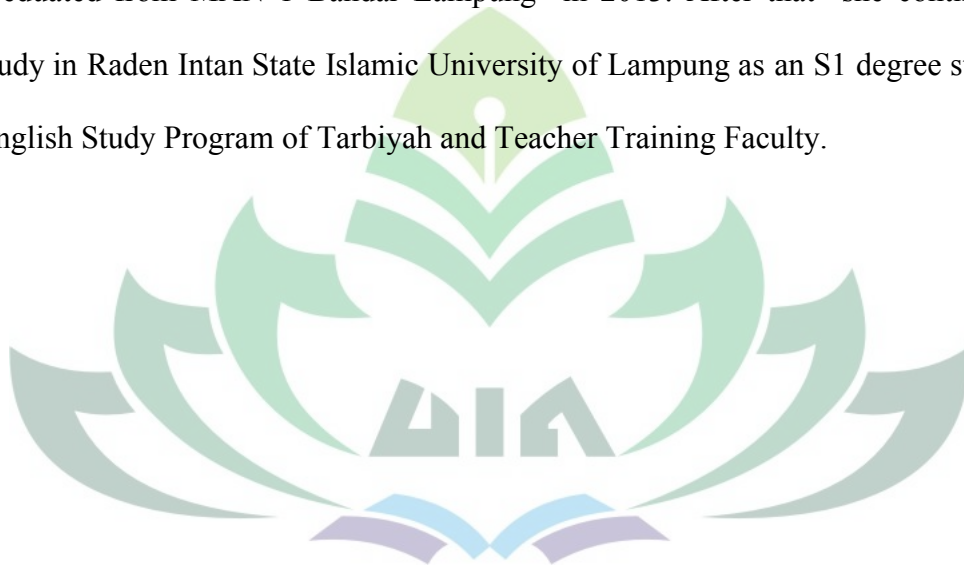
From the depth of my heart. This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, my father Mr. Yadi Gunawan and my Mrs. mother Ina Marlina who always inspire, support and give me motivation to study hard until now. Therefore, thank you for giving the financial, moral and spiritual support.
2. My beloved sister, Selvi Diana and my beloved brother, Reza Adiansyah who always support me.
3. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Rani Rohimah, she was born on May 8th 1995 in Tasikmalaya, Jawa Barat. She lives in Sinar Bandung RT/RW 006/002 Kec. Negeri Katon, Kab. Pesawaran. She is the first daughter of three siblings. The researcher began her school to SDN Sinar Bandung, in 2001. She continued her study to SMP Islam Kalirejo, in 2007. After that, she continued her study to MAN 1 (model) Bandar Lampung in 2010 and she graduated from MAN 1 Bandar Lampung in 2013. After that she continued her study in Raden Intan State Islamic University of Lampung as an S1 degree student of English Study Program of Tarbiyah and Teacher Training Faculty.



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This thesis entitled “The Influence of Using Two Stay Two Stray Towards Students’ Speaking Ability at the First Semester of the eleventh Grade of MA-ALHIKMAH Bandar Lampung in the Academic Year of 2017/2018.” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

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Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthmore, the researcher expects that the thesis is useful for the researcher particulary and the readers generally, especially for those who are involved in English Teaching Profession

Bandar Lampung, September 2017

The Researcher

Rani Rohimah
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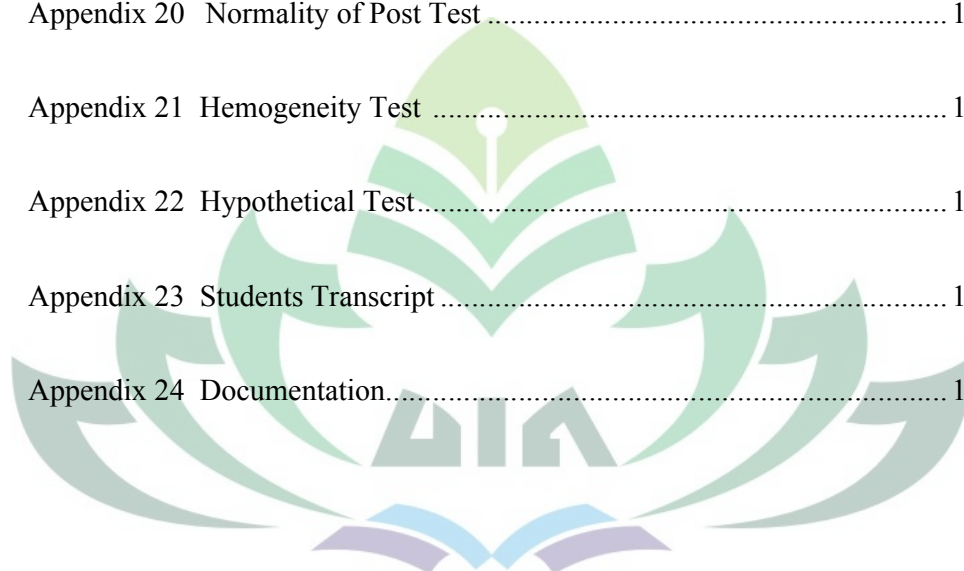
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CHAPTER I

INTRODUCTION

A. Background of the Problem

All people can do communication by language. As quoted in Patel and Jain, Collins defined language as a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking and writing.¹ Based on the definition, we know that language has important role for communicating and there are many kinds of language in the world such as Indonesian, English and Arabic. It is difficult for every person to master all kinds of the language. It is also impossible to use all kinds of the language when people are taking conversation for the same time. Therefore, English is one of the languages that becomes an association language. In addition, Allah has explained in the Al-Qur'an surah Ar-Rahman ayat 1 to 4:

أَلَمْ يَخْلُقْنَا ۚ أَلَمْ نَجْعَلْ لَهُ عِلْماً ۚ إِنَّ كِتَابَ الْغُثَاثِ ۚ لَمَّا شَاءَ نَزَّلْنَا ۚ وَتِلْكَ آيَاتُ الْكِتَابِ الْمُبِينِ

*The most gracious!, it is He who has taught the Qur'an, He has created man, He has taught him an intelligent speech (Qs. Ar-rohman: 1-4)*²

¹ M. F. Patel and Praveen M. Jain, *English Language Teaching; Methods, Tools and Technique*, (Jaipur, Sunrise, 2008), p. 27-28

² Abdullah Yusuf Ali. *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

Based on Qur'an verse above, it can be seen that language is a skill that given to human from God. This statement is supported by His firman that He created human with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intention such as voice, gesture, and symbols. Thus, a human can interact either oral, written and gesture to express our feeling.

English is an international language. English is used as a tool to communicate in terms of political, social, cultural, educational. There are many ethnics of language in Indonesia but Indonesian people keep studying English, so that Indonesian can compete with another country and adapt in this globalization era. Indonesia needs the best generations in the future time and one of the ways to create it is by education.

Speaking is the important part in learning English. This is supported by Thornbury who states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.³ It means that the speaking ability can be improved if the students is not afraid of practice speaking English in their daily life.

³ Scott Thornbury, *How to Teach English*, (London, Longman, 2005), p. 1

So far to have good ability in speaking is very difficult for the students. Because English is a foreign language for the students and they are still influenced by their mother tongue. The students have often difficulties when a teacher asks the students to practice in speaking English directly. Although the students have learned and known about grammar very well but the students' speaking ability is still low.

It can be seen based on the preliminary research conducted at MA Al-Hikmah Bandar Lampung. The researcher conducted an interview with one of the English teachers there. His name is Yayan Mulyana. He said that the problem happened by students such as some of them did not pay attention because of condition so very noisy makes the teacher difficult to explain the material and the students feel difficult make sentences in learning process especially in speaking skill, speaking score was always under average, especially in the ability to start some discussion because vocabulary that they have is limited, because of that their score of speaking skill was still low It can be seen from the Table 1.

Table 1.
Students' Score of Speaking at the Eleventh Grade Students of MA Al-Hikmah Bandar Lampung in the Academic Year 2017/2018.

No	Score	Class			Number of Students	%
		IPA	IPS	IAI		
1	<70	20	23	17	60	58.5%
2	≥70	12	20	11	43	41.5%
Total		32	43	28	103	100%

Source : The score from English teacher of MA Al-HIKMAH Bandar Lampung

Based on the table above, there are 43 students of the 103 students who passed the test based on the criteria of minimum mastery (KKM) and there are 60 students who

failed. In this case, the students score of KKM in MA Al-Hikmah Bandar Lampung is 70 and there are many students who get the score under 70. It is found that the total number of students who gets difficulty in speaking is 60 out of 103. It means that students who get difficulty in speaking are 58.5%.

Therefore, to solve the problem the English teacher should consider the ways or technique in presenting the available subject to the class because usually the teacher technique made the students were bored. The teacher usually used dialogue memorization technique. In using memorization technique, the teacher usually instructs students to memorize dialogue that is in the book and then going to front of class to the value. The way of teaching makes the students get bored because it is a monotonous way. The students do not feel enjoyable when learning. Whereas what the students need is that they enjoy learning English in class.

In this case, teacher needs technique in language learning. One of the techniques to improve students' speaking skill is Two-Stay Two-Stray. According to Lie, Two-Stay Two-Stray is a technique that gives the students chance to share their ideas, arguments and information to other groups. In this technique, there are some activities. Then by using this technique, students help each others in teaching learning process. The high level and the low level of students will work together to achieve the purpose of their group".⁴ It means this technique make the students are active more to try speak in sharing their ideas and information to other groups.

⁴ Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia Widiasarana Indonesia, 2002), p.26

A previous research was conducted by Fatoni about *The Influence of Using Two Stay Two Stay Technique in Learning Reading Comprehension of Recount text*. The result of the research focuses on recount text about whether Two Stay Two Stay technique can bring good effect for student's reading comprehension and also to achieve student's reading achievement. The students are expected to help each other and learn from each other, Students should facilitate each other in learning, the students are expected engage in problem solving in a free democratic way.⁵

Further another research did by Kartika is research about *The Use of Two StayTwo Stay Method to Improve Student Writing Ability*. The result of her the research shows that using two stay two stray is effective and needed in delivering materials. From this technique student can explore their skill and knowledge to help each other solve the problem the task. The students could write easily because they did writing of recount text by group. This method made student had positive progress in writing ability. The improvement in developing arranging paragraph, and connecting ides of text had allowed the students to write interesting stories correctly.⁶

⁵NurFatoni, 2014, *The influence of Using Two-Stay Two-Stray in Learning Reading Comprehension of Recount Text of the eigth Grade at SMPDharma Karya Tangerang Selatan*, (thesis), p.50

⁶DiahAyuKartika, 2015, *The use Two Stay Two Stay Method to Improve Student Writing Abilityof Recount Text of the eigth grade of MTS Al Asror Semarang*, (thesis), p.88

According to Thomas Kane in his book:

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.⁷

Based on the explanation before, the researcher concluded that it is clear that teacher must be able to encourage the students to explore themselves to develop speaking skill. It can be practiced by trying interacting with others in the classroom. So the researcher focuses on students' speaking ability in narrative text.

Based on the statement, two stay two stray technique in teaching learning English especially speaking skill. It will motivate and stimulate the students to become active learners. Besides, by using this technique it can change the boring classroom atmosphere becomes fun and it makes the students feel comfortable and happy to learn English.

Based on the background above, the researcher conducted a research entitled "The Influence of Using Two Stay Two Stray Towards Students' Speaking Ability in at the First Semester of the eleventh Grade of MA-ALHIKMAH Bandar Lampung in the Academic Year of 2017/2018.

⁷ Thomas. S.Kane, *The Oxford Essential Guide to Writing*, (New York: Barkley Books, 2000), pp.363-364

B. Identification of the Problem

Based on the background above, the researcher identified the problem as follows:

1. The teacher had not yet applied an appropriate technique in teaching speaking such as teaching technique that used in teaching learning was monotonous then students were bored in learning process.
2. The students' speaking ability was still low.
3. The students had low vocabulary.
4. The students felt afraid and shy when they spoke English.

C. Limitation of the problem

Since this research is focused on the implementation of Two-Stay Two Stray toward students' speaking ability, the researcher most likely to limit the problem on the influence of Two-Stay Two-Stray Technique in improving students' speaking ability in the eleventh grade students of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018. This research only focuses on the use of Two-Stay Two-Stray Technique in teaching speaking.

D. Formulation of the Problem

Based on identification and limitation of the problem, the researcher formulates the problem as follows: "Is there a significant influence of using two stay two stray technique toward students' speaking ability at the first semester of eleventh grade in Al-Hikmah Bandar Lampung in the academic year of 2017/2018?"

E. Objective of the Research

The objective of researcher is to find out whether there is a significant influence of using Two Stay Two Stray technique toward students' speaking ability at the first semester of eleventh grade in Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

F. Uses of the Research

The results of this research are expected to give the theoretical and practical contribution.

1. Theoretically

This study provides the students to study English through Two stay Two stray as cooperative learning technique. This is expected to make the students more interested in engaging teaching and learning process in speaking narrative texts. The result of the research hopefully:

- a. Giving some contribution to enlarge and enrich the English language teaching methodology especially the knowledge about Two Stay Two Stray technique which is hoped after reading this research, the readers will have tune understanding about Two Stay Two Stray as away to teach English.
- b. Giving more information about Two Stay Two Stray for further researchers to conduct further researcher with the similar problem of speaking ability improvement.

2. Practically

- a. For researcher, this research can be used as starting point in improving the researcher teaching experience and it is hoped can contribute to help the researcher to find out more about the best technique to teach speaking.
- b. For students, it is expected that the students will enjoy in learning process.
- c. For English teachers, it is expected of the research they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
- d. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scopes of the Research

1. Subject of Research

The subject of research was students at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

2. Object of the Research

The object of research was the use of Two Stay Two Stray technique towards speaking ability.

3. Place of the research

The research was conducted at MA Al-Hikmah Bandar Lampung.

4. Time of the Research

The research was conducted at the first semester of the academic year of 2017/2018.



CHAPTER II

FRAME OF THEORIES

A. Teaching English as a Foreign Language

So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.¹ In Indonesia, English is as a foreign language and English has been a subject of learning in Elementary School, Junior High School, Senior High School, and University level. At Junior High School level, English is as a compulsory subject where the students study four skills in English: listening, speaking, reading, and writing. The English subject is one of curricular program that has purposes to develop the students' competence in terms: attitude, knowledge, and skill.

Based on the statement above, we know that teaching English as a foreign language is not easy because the students do not use English for daily communication. Therefore, all activities in the classroom should give motivation for the students to study English through variations of methods so that the students will get enjoyable situation and good learning in teaching process. This is supported by Crystal who stated “if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more

¹ Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2th Ed.), (New York, Routledge, 1980), p.6

people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.²

Brown states that Learning EFL, that is, English in one's native culture with few immediate opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan), may at first also appear to be easy to define. Two global developments, however, mitigate the clarity of identifying a simple "EFL" context: (1) The current trend toward immigrant communities establishing themselves within various countries (e.g., Spanish or Chinese or Russian communities in a large city in the United States) provides ready access to users of so-called foreign languages. (2) In the case of English, the penetration of English-based media (especially television, the Internet, and the motion picture industry) provides further ready access to English even in somewhat isolated settings.³ It means that teaching English as a foreign language is important as communications tool for humans from one country to others. English is also used as introduction language for setting media such as computer, mobile phone, etc.

In addition, Setiyadi states that English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus

² David Crystal, *English as a Global Language* (2nd Ed.), (Cambridge, Cambridge University Press, 2003), p.3

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed.), (White Plains, Longman, 2006), p.205

in learning English.⁴ It means that the learners of Indonesia do not use English as a tool of communication in their daily life but English is only as subject in learning.

Based on the explanation above, the researcher concludes that teaching English as a foreign language is as a learning English to acquire the knowledge about the language and to be able to use the English language in communication for a notion's daily life.

B. Concept of Speaking

Speaking is one of the four language skills. McKay said that when the people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or task that needs completing.⁵ It means that speaking becomes the right way to express ideas and feeling by using language as a connector and the people must know the topic. From the topic, the people can talk each other and know the purpose or meaning of their speaking.

⁴ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta, Graha Ilmu, 2006), p.21

⁵ Penny McKay, *Assessing Young Language Learners*, (Cambridge University Press, 2006), p.179

Therefore, speaking skills are and an important part of the curriculum in language teaching. As an important part of the curriculum in language teaching, students should master in speaking to achieve at purpose. The teachers will give the material based on the planning of teaching. Therefore, speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject such as expressing regret, gratitude, agreement, offer, certainly and others.

According to Brown as quoted by Florez said speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that in process of speaking there must be at least two person: the first person is a speaker who gives information and the second person is a listener who receives information. They are part of speakers. Every speaker should express what they want to say and directly answer the questions that have given.

Based on the statements above, the researcher concludes that speaking or oral communication is a way of communication which involves not only to produce language correctly, but also to express feeling, to describe experiences, and to explain ideas by using language communicatively. As we know that God created human in different condition and character, so they need interact among people. Allah SWT explained in the Qur'an Surah Al-Baqarah: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

*And (recall) when we took the covenant from the Children of Israel, (enjoining upon them), "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusing.*⁶

From the statement above, it can be explained that speaking is the way to make communication between speaker and listener. Good speech is a tool to build a good relationship between people to another.

In addition, narrated by Abu Hurairah ra, Rasulullah saw taught us the ethics of speech

وَمَنْ كَانَ يُؤْمِنُ وَالْيَوْمِ بِ ۖ خَيْرٌ فَلْيَقُلْ لَّا خَ لِيَصْمُتْ

Whoever believes in Allah and the Last Day should he say good or silent.

This hadith explained if someone wants to say let them think first. If the word is expected will not bring ugliness, then please speak. However, if it is expected that the

⁶ Drs. Arif Rifhan, *Al-Qur'an Tiga Bahasa*, (Al-Huda Gema Insan: Depok), p. 273

words will bring ugliness or doubt whether bringing harm, then they should not speak.

C. The Elements of Speaking

Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.⁷ The ability to speak fluently depends on how the speaker produces utterance to convey their meaning. Harmer states that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language “on the spot”.⁸ In order to do so, there are some elements that should be considered by the speaker. Those elements for spoken production are described by Harmer as follows:

a. Connected Speech

The speakers’ ability to use spoken language as native used by omitted, modified, added or modified the linking or auxiliary verb used in order to make the speaking run smoothly. For example as in saying *I would have gone* and used in connected speech as in *I’d’ve gone*.

b. Expressive Devices

It is the changing of intonation and particular parts of utterances using special gestures, expression or mimic to show how they are feeling. Expressive device allow the speaker to use extra expression of emotion and intensity which

⁷ Brown, H, Douglas. *Language Assessment: Principles and Classroom Practices*. (New York: Longman. 2004). p.140

⁸ Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited. 2001). p.269

is contributes to the ability to convey meanings.

c. Lexis and Grammar

Lexis and grammar also element necessary in spoken production, it is related to the use of suitable grammatical and phrases in different function and different context. Therefore, teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d. Negotiation Language

It is used to seek clarification and to show the structure of what the speakers are saying. It is allow the listener to ask for clarification to the speaker when they do not understand what they say.⁹

Meanwhile, in part of a speaker's productive ability involves the knowledge of language skill such as those discussed above, the success of spoken production also depend on the rapid processing skills that taking necessitates, they are:

- a) Language Processing, it is related to the speaker ability to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b) Interacting with others, in speaking absolutely involves interaction with one or more participants. This means that effective speaking also

⁹ Ibid . p.270

involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. It is related to communication and interaction among the speaker and listener.

- c) Information processing (on-the-spot), it is related to the speaker ability to response others feeling by processing the information the speaker tell at the moment. It can be inferred that information processing is process of the listener giving response toward what the speaker say.¹⁰

D. Functions of Speaking

Functions of speaking is to deliver message or ideas from the speaker to the listener and speaking will help the speaker and listener to know that the mean. Richard said that made a useful distinction between the interaction function of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the exchange of information).¹¹ Brown and Yule's said that three function of speaking. They are talk as interaction, talk as transaction, and talk as performance.

¹⁰ Ibid. p.271

¹¹ Jack Richards, *Teaching Listening and Speaking*, (new York: Cambridge University Press, 2008), p.21

1. Talk as interaction

This refers to what we normally mean by conversation and describe interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, Jones in Richards said that talk is associated with other activities. For example, students may be engaged in hand on activities. (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teacher usually focus on meaning or on talking their way to understanding.

3. Talk as performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmit information

before an audience such as morning talks, public announcements, and speeches. Recognized by skill, strength or luck. It is an activity engage in for amusement.¹²

Meanwhile, Thornbury states that speaking is as one of the language skill that have vital function to orally express any message, ideas, opinion and emotion. Furthermore, Thornbury elaborate some function of speaking as follow:

1. Representative function

In this function, speaking has an important role to make statement and for sending information about knowledge.

2. Directive function

In this view, speaking is used to express any suggestions and advices orally.

3. Evaluative function

In this case, speaking is used to know and evaluate comprehension degrees of speaker and listeners about the substances of speaking.

There are two main purpose of speaking. Speaking serves either a transactional function, in this its primary purpose is to convey information and facilities the exchange of goods or services, or its serves an interpersonal function, in that its primary purpose is to establish and maintain social relationship.

¹² *Ibid*, p.24

E. Types of Classroom Speaking Performance

Brown, stated that there are five categorizes of speaking performance assessment tasks, described as follows:

a. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like. For example: Mary: "Excuse me, do you have the time?" Doug: "Yeah. Nine-fifteen."

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

F. Concept of Teaching Speaking

Teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation, and practice and guidance to master it.

Teaching speaking is about how to use language for communication, for transferring ideas, thought or even felling to other people. According to Harmer, students are using any and all the languages at their command to perform some kinds of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.¹³ It means that the student need partner to practice their speaking. Because we know that speaking is much more complex so, teaching speaking is an important aspect of teaching learning language process.

¹³ Jeremy Harmer, *How to Teach English*, (New York: Longman, 2001), p.87

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.¹⁴ Therefore, in teaching speaking, teachers should know the concept of speaking to make the students understand about what teachers explain about, teaching speaking is also the way for students to express their emoticons, communicative needs, interact to other people in any situation, and influence the others.

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectation, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.¹⁵ Thus, teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material easier.

In other hand teaching speaking is an important aspect of teaching learning language process. Thus, teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation.

¹⁴ Kimtafsirah, Zainal, Yahmawati, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p.1

¹⁵ Natasa Intihar Klancar, Developing Speaking Skill in the Young Learners Classroom, *Internet TESL Journal*, Vol. XII, No.11, November 2006, p.1

G. Concept of Speaking Ability

Speaking is the most common communicative activity in daily life. Speaking is a part of daily life to communicate information to a listener with building and sharing meaning. Lines states that when children begin speaking, they experiment and play with the utterance that are made to form words and phrases such as *bye-bye*, or *go bye-bye*. As they grow, children integrate these words and structures into real and imaginary play.¹⁶ It means that speaking ability can develop as their as growth as well. The students in senior high school should be able to improve their words for speaking than the students in junior and elementary school. It can happen because the students in senior high school have more time to study about speaking. They have also many opportunities to increase their speaking ability but in reality, the students are still difficult to increase the speaking ability.

Speaking ability is very important that we have learn. Speaking ability is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those are risk-takers unafraid of making mistake will generally be more talk active, but with many errors that could become hard to break habits. Students may take a long time to speak confidently their English often contain fewer errors and they will be proud of their speaking ability.

¹⁶ Caloline T. Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), p.46

Furthermore, speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitat to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This term is supported by Broughton, et.al. who state that it is important that a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or situation.¹⁷ It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

There are five criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher will use the oral English Rating Sheet that are proposed by Brown.¹⁸ Based on the explanation above, the researcher concludes that the speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence measured by five criteria: grammar, vocabulary, comprehension, fluency, and pronunciation.

¹⁷ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2th Ed.) (New York: Routledge, 1980), p.82

¹⁸ H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (New York, 2003), pp. 172-173

H. Two-Stay Two-Stray (TSTS)

1. Concept of Two-Stay Two-Stray

Cooperative learning has various techniques. One of them is Two-Stay Two-Stray (TSTS). Two-Stay Two-Stray (TSTS) technique is adapted from Spencer Kagan. This technique will bring students' to active in learning process, because students will learn more though process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believe as being able to give chance to students' to be involved in discussion.

According to Lie, Two-Stay Two-Stray is a technique that give the students' chance to share their ideas, arguments and information to other groups. In this technique, the are some activities. Then by using this technique, students help each others. He high level and the low level of students will work together to achieve the purpose of their group".¹⁹ It means this technique make the students active more in share their ideas and information to other groups.

Agus Suprijono said that Two-Stay Two-Stray Technique is started by dividing students into group. After creating the group, the teacher give them a task to discuss and find out the answers with their own group.²⁰ This technique emphasizes interaction between students, every member of the group have same role and function

¹⁹ Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia Widiasarana Indosnesia, 2002), p.26

²⁰ Agus Suprijono, *Cooperative Learning: Teori & Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar, 2009), p.77

to share their knowledge with the other group. Besides, students are also hoped have individual responsibility to help other students and they are motivated to understand material which is provided by the teacher.

Furthermore, Two-Stay Two-Stray technique is very compatible to help students' to help students are involved in active learning because this technique allows students' to enhance their interdependence, individual accountability, interpersonal skill, face to face interaction and their group processing when they work group. In learning process, this technique also can give the students' experience in gathering information when they become the stray to other groups. In this activity the students are encouraged to contribute their ideas to other students and after they come back to their group they must share the information they got from the other group to their own groups.

Based on the explanation above, the researcher concludes that Two-Stay Two-Stray technique in this research is a kind of technique for teaching speaking by allowing the students to work in groups to give experience in sharing and gathering information by collaboration with students from other groups.

2. Procedure of Two-Stay Two-Stray

According to Lie, Two-Stay Two-Stray consists of some steps as follows:

1. The students are set in group of four students.
2. Then two students of each groups will leave the group, each of the students will stray to other groups.
3. The two staying students have task to share information and the result of the task to their guests.
4. The guests excuse themselves and back to their group and report their finding from other groups.
5. The group matches and discusses the information.²¹

Teaching speaking is very important because it gives chances to the students to practice speaking in order to be more active. Teaching speaking needs the right technique to be used in order to make it successful. Implementing the right techniques will help teaching learning process run well.

3. The Advantage and Disadvantage of Two-Stay Two-Stray Technique

In learning model is selected definitely has advantages and disadvantages. The advantages of cooperative learning model Two-Stay Two-Stray technique.²²

1. It can be applied to all classes/ levels.
2. A tendency to be more meaningful students learning.
3. It is more oriented activity.

²¹ Anita Lie, *op. cit.*, pp.60-61

²² Sugiyanto, *Model-model Pembelajaran Inovatif*, Surakarta: Pgs rayon 13, 2009, p. 54

4. It is expected that students will dare to express their opinions.
5. It increases the cohesiveness and confidence of students
6. The ability to speak the students interest and achievement.
7. It helps increase students interest and achievement.

While the disadvantage of Two-Stay Two-Stray are:

1. TSTS needs more time for discussion.
2. Students who seldom work in group will feel difficult to cooperate.
3. Generally, fluent students in discussing usually dominate the discussion.

The technique can be used for beginner and intermediate levels as long as the teacher provides suitable topic that will be done students'.

I. Dialogue Memorization Technique

1. Concept of Dialogue Memorization Technique

There are many activities that can be done in teaching speaking. All activities are hoped to be able to help the students in improving their ability especially for speaking. According to Izzan, there are two categories of communication's activities:

1. Pre- communicative Activity

It is an activity that can be called as really communicative yet. It is caused there has not element that is needed in order to create the communication be natural. It means that there is no information gap.

2. Communicative Activity

In this activity, the teacher gives many opportunities for the students to speak English very much. The teacher is also suggested to choose the activity that is agreement for the class.

One of the pre-communicative activities is dialogue technique. The students are asked to memorize and practice the dialogue before the students are drilled about structure and vocabulary.²³ It means that using dialogue technique for teaching speaking can help the students to improve their fluency but it cannot improve the students' competence in communication term, because the students just focus on the dialogue.

Larsen states that dialogue memorization is dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry.²⁴ It means that the students will be drilled to pronounce the dialogues very well which it can be guided by the teacher, after that the students must be able to memorize the dialogues and practice the dialogues fluently.

Based on the explanation above, the researcher concludes that dialogue memorization is a kind of technique in teaching speaking that drills the students to be able to speak English fluently by memorization before. By using this technique, the students do not have opportunity to express their idea directly because what they say, it only depends on the dialogue.

²³ Ahmad Izzan, *Metodologi Pembelajaran Bahasa Inggris*, Bandung, Humaniora, 2008, pp. 86-87

²⁴ Diane Larsen-Freeman. *Technique and principles in Language Teaching*. (2ndEd). (New York: Oxford University Press. 2000), p.47

2. Procedure of Dialogue Memorization Technique

It will be stated in some steps as follows:

1. The teacher asks the students' to memorize the dialogue through mimicry.
2. The teacher asks the students' to make role of one person in the dialogue.
3. The teacher asks the students' to learn the one person's line, and memorize the other person's part.
4. After the dialogue has been memorized, teacher ask the students' to perform the dialogue for rest of the class in pairs.²⁵

Based on the procedures above, the researcher concludes that by using dialogue memorization, the students can develop their fluency because the students have practiced the dialogues repeatedly. By this technique, the students can be more fluent in speaking but it is just for the dialogues that the students have memorized.

3. The Advantage and Disadvantage of Dialogue Memorization Technique

The advantages and disadvantages of Dialogue Memorization technique are as follows:

1. The advantages of dialogue memorization technique based on Jankowsky, dialog memorization technique has advantages stated as follows:

²⁵ *Ibid*, p. 47

- a. Utilizing the grammar and learned vocabulary in the dialog memorization.
 - b. The students will be acting them in out lively way when students memorize dialog and present them in front of classroom
 - c. The students will be used fluency, natural, intonation, and correct pronouncition for a meaningful presentasion.
 - d. The students can learn much by watching their classmate perform.²⁶
2. Disadvantages of dialogue memorization technique according to Nicholson. I can be seen below:
- a. The key of memorizing dialogu is “go one line at a time”. It is not helpful to just blaze through huge chunks of dialogue; doing job of memorization a little harder later on.²⁷

From the theory above, the researcher give some of solusions that the teacher must give a challenge to the students by giving a time for memorizing their dialogue. It can help the students to memorize fast and they can present their dialogue.

²⁶ Kurt R. Jankowsky, *Scientific and Humanistic Dimensions of Language*, (Washington: Jonh Benjamis Company, 1985),p.88

²⁷ Joshua a Nicholson, *Acting Lesson : Mmorization*, (Mr Jutz Productions, 2003),.p.3

J. Frame of Thinking

Communication is needed by the people over the word to get more information from other people. Speaking is the most important skill in English because it is almost impossible to have true mastery of a language without actually speaking. Teaching learning process of English usually uses the monotonous and in classical way. It make students feel bored in learning English.

Based on the description above, the researcher assume that Two-Stay Two-Stay technique for teaching speaking can help the students be more active and enjoy to sharing information with their friends. The researcher believes that the teaching by Two-Stay Two-Stray technique as one of techniques that give good influence of students' speaking. It can reduce boring teaching learning situation, students will feel interesting and it will motivate in studying English as well as to increase their speaking ability.

K. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H_a: There is a significant influence of using Two-Stay Two-Stray towards students' speaking ability at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

H_o: There is no significant influence of using Two-Stay Two-Stray towards students' speaking ability at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applies quasi experimental posttest only design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.¹ It means that the researcher uses pre test and post test. Quasi experimental design is used randomly assigning students to the two groups disrupting classroom learning. The researcher divides two classes. One was the experimental class and the other one class is control class. The research design can be present as follows:

Table 2
Post test-Only Design

Select Control Group	No Treatment	Post test
Select Experimental Group	Experimental Treatment	Post test

Based on the Table 2, the researcher selected two classes consisting of experimental and control class. The experimental class was taught by using *two stay two stray technique* as a treatment. Whereas, the control class is taught by using dialogue memorization technique. In this research, the students were give post-test to know

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Ed) *Introduction to Research in Education*, (Toronto: Wadsworth Cengage Learning), p.301

their speaking ability after the treatment is done only to the experimental class while the control class is taught by dialog memorization technique. The researcher conducted this post-test for control and experimental class.

B. Variable of Research

A variable can be classified according to how they are measured and their functions in the research. Thus, it can be classified as dependent variable and independent variable.² In this research, there are two variables, they are, dependent variable and independent variable. Dependent variable is variables whose change the researcher wishes to explain. Whereas independent variable is variables that help explain the change in the dependent variable.³

Based on the explanation above, variables of the research can be seen that:

1. Two-Stay Two-Stray Technique with (X) as Independent Variable of the research
2. Student's Speaking ability with (Y) as Dependent Variable of the research.

² Ag, Bambang Setiyadi. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 141

³ Patel, Parina. *Introduction to Quantitative Methods*, (Cambridge: Harvard University, 2009), p. 2

C. Operational Definition of Variable

This operation definition of variable is used to explain the variables which were used in this research to avoid misconception of variables presented in this research. The operation definition of variable is follow:

1. Independent Variable (X)

Two-Stay Two-Stray technique in this research is a kind of technique for teaching speaking by allowing the students to work in groups to give experience in sharing and gathering information by collaboration with students from other groups.

2. Dependent Variable (Y)

The speaking ability (about narrative) is verbal intelligence in producing language naturally to achieve the communicative competence measured by five criteria: grammar, vocabulary, comprehension, fluency, and pronunciation and relevant respond in narrative or to retell the story.

D. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁴ The population of this research are all the eleventh grade of

⁴ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7th Ed, (New York, McGraw-Hill, 2009), p. 90

MA Al-Hikmah Bandar Lampung at the first semester in 2017/2018 academic year. The total numbers of all the students are 103 students that are divided into 3 classes. Based on the statement, all the students will be the population in this research. The total number of the students at the eleventh grade of MA Al-Hikmah Bandar Lampung at the first semester in 2017/2018 academic year can be seen from the table below.

Table 3
The Total Number of the Students' at the Eleventh Grade of MA Al-Hikmah Bandar Lampung in Academic Year 2017/2018

No	Class	Gender		Number of students
		Male	Female	
1.	XI IPA	8	24	32
2.	XI IPS	15	28	43
3.	XI IAI	10	18	28
Total		33	70	103

Source : MA Al-Hikmah Bandar Lampung in 2017/2018 Academic Year.

2. Sample

Fraenkel and Wallen state that sample in a research study is the group on which information is obtained.⁵ It means that sample is part of individual members which is choose to represent of the whole population. Based on the population above, the researcher took two classes as the sample of the research. They were on class as control class and one class as experimental class.

3. Sampling Technique

⁵ *Ibid.* p.90

In this research, the researcher will use cluster random sampling. Fraenkel and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.⁶ The researcher uses this sampling because all the classes are homogeneous and the researcher will take two classes. One class is as control class and one class is as experimental class. There are three procedures to take the classes as sample:

1. First, the name of each class is written in small pieces of paper.
2. Then, these pieces of paper are rolled and put into a box.
3. After that, the box shakes until one of the rolled-paper out of box to experimental class, and then put it back in the box shake until different class to control class. It is done twice since the sample consist of two classes.

E. Data Collecting Technique

In collecting the data, the researcher use on oral test to know the students' ability in speaking after they are taught by two stay two stray technique. The oral test is use to measure the students' ability in speaking. To collect in the data, the researcher use post-test after giving treatment by two stay two stray technique. The post-test is done to know students' speaking ability.

⁶ *Ibid*, p. 95

F. Research Instrument

In this research, the instrument is an oral test. The purpose of the oral test to know the students' ability in speaking. The oral test uses to measure the students' speaking ability in speaking. To collect the data pre-test and post-test are used in this research.

a. Pre-test

Pre-test was conducted before presenting the special treatment. The test has been done orally. The scoring based on Oral Proficiency Scoring Categories covered relevant respond, fluency, pronunciation, vocabularies, grammar and comprehension. The instrument test has been chose, because the topic is appropriated with learning material in the syllabus and lesson plan to.

Table 4
Pre-test Instrument

No	Topics	Title of Stories
1	Foreign Stories	1. Pinocchio 2. Snow White 3. Beauty and the Beast 4. Romeo and Juliet 5. Rapunzel
2	Local Stories	1. Timun Mas 2. Cinderella 3. Bawang Merah Bawang Putih 4. The Story of Toba Lake 5. The Story of Lutung Kasarung

b. Post-test

Post test was given after conducting the treatment. It was given to know the students' improvement after they get the treatment. The pre-test and post-test has been give to the control class and experimental class. The instrument has been chosen same with pre-test's instrument to see how much the differentiation between pre-test and post-test.

The teacher give intruction to the students, as follows:

1. The teacher chooses the first student to read the stories randomly.
2. The teacher gives student time (1 minute) to prepare and read the story before come forward.
3. During the first student presents, the teacher calls the second students' to prepare and choose one story randomly.
4. And so on.

Table 5
Post-test Instrument

No	Topics	Title of Stories
1	Foreign Stories	1. Pinocchio 2. Snow White 3. Beauty and the Beast 4. Romeo and Juliet 5. Rapunzel
2	Local Stories	1. Timun Mas 2. Cinderella 3. Bawang Merah Bawang Putih 4. The Story of Toba Lake 5. The Story of Lutung Kasarung

G. Research Procedures

There are steps that has been planned by the researcher to apply the research procedures well. The steps are as follows:

1. Determining the subject

The researcher determined the subject. In this case the researcher chose the eleventh grade of MA Al-Hikmah Bandar Lampung as the subjects of the research, one class as the experiment class and another one as control class.

2. Determining the instruments of the research

The researcher determined the instruments that would be taught to students. The instrument is oral test. The students got the same instrument for both classes in several topics.

3. Conducting treatment

The researcher gave the treatment in three meetings. In the treatment, the researcher as the teacher taught the students by using to stay two stray technique. The students gave retell about the stories.

4. Administrating the post-test

The researcher conducted the post-test after the treatment. By give the post-test, the researcher knew the students to improve their speaking ability or not. The test is that the teacher asked the students to retell about the stories.

5. Analyzing the result of post-test

In analyzing the result, the researcher compared the result of post-test between experimental class is higher than control class or not.

H. Scoring Scale for Evaluating Students' Speaking Ability

According to Brown there are five categories of Oral Proficiency Scoring.

Table 6
Oral Proficiency Scoring Categories

Grammar	Level	Description
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	Level	Description
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Fluency	Level	Description
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	Level	Description
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Comprehension	Level	Description
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.

4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker. ⁷

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric has been used to collect the data.

I. Validity

Best and Kahn state that a test is valid if it is measures what it claims to measure.⁸ It means that the test must have good validity so that the test can measure the aspects which has been measured. In this research, the researcher will use content and construct validity.

1. Content validity

Best and Kahn stated “*Content validity* refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed ... Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists”.⁹ It

⁷Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*.(New York: Addison Wesley Longman,2001) ,p. 406-407

⁸ John W. Best and James V. Kahn, *Research in Education*, (New Delhi, Prentice-Hall, 7th ed., 1995). p. 218

⁹ *Ibid*, p. 219

means that the content validity is based on the material, and the material is agreement with the objectives of learning.

The instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' speaking ability at the eleventh grade of senior high school. The researcher was consult the instrument to the English teacher of MA Al-Hikmah Bandar Lampung. It is done to make sure that the instrument is valid.

2. Construct validity

Best and Kahn stated “*Construct validity* is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.”¹⁰ It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for speaking ability.

In this research, the researcher made a speaking test that can measure the students' speaking ability where the scoring covers five criterias of speaking that are adapted from Brown. They consists of: grammar, vocabulary, comprehension, fluency, and pronunciation. The researcher was discuss the instrument to the English teacher of MA Al-Himah Bandar Lampung to make sure whether the instrument has been valid or not.

¹⁰ *Ibid*, p.219

J. Reliability

Frankel and Wallen stated that reliability refers to consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.¹¹ Besides having high validity, a good test must have high reliability. To get the reliability of the test, inter-rater reliability had been used. Inter-rater reliability counts level of the reliability based on two series of score that are gotten by two raters, they are an English teacher and the researcher.

Then, the result of r_{xy} consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low¹²

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pre-test was 0.715 and reliability in post-test was 0.887. The researcher concluded that degree or the level of reliability of the score students was very high.

¹¹ Jack R. Fraenkel and Norman E. Wallen, p.154

¹² John W Best and James , V. Khan, p.308

K. Data Analysis

After collecting the data, the researcher was analyze the data by using t-test. There are two assumptions that must be done, before the researcher analyze the data by using t-test.

1. Fulfillment of the assumptions as follows:

a. Normality Test

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.¹³ In this study, the reseacher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The tests of normality employed are Kolmogorov - Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

b. Homogeneity Test

After the researcher gets the conclusion of the normality test, the researcher can do this homogeneity test to know whether the data is homogeneous or not.

The researcher used SPSS (Statistical Program for Social Science) to calculate the Levene's test.

¹³ Budiyo, *Statistika Untuk Penelitian*, (Surakarta: Sebelas Maret University Press, 2004), p.170.

The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for acceptance of the homogeneity test is as follows:

H_0 is accepted if $\text{Sig (P value)} > \alpha = 0.05$

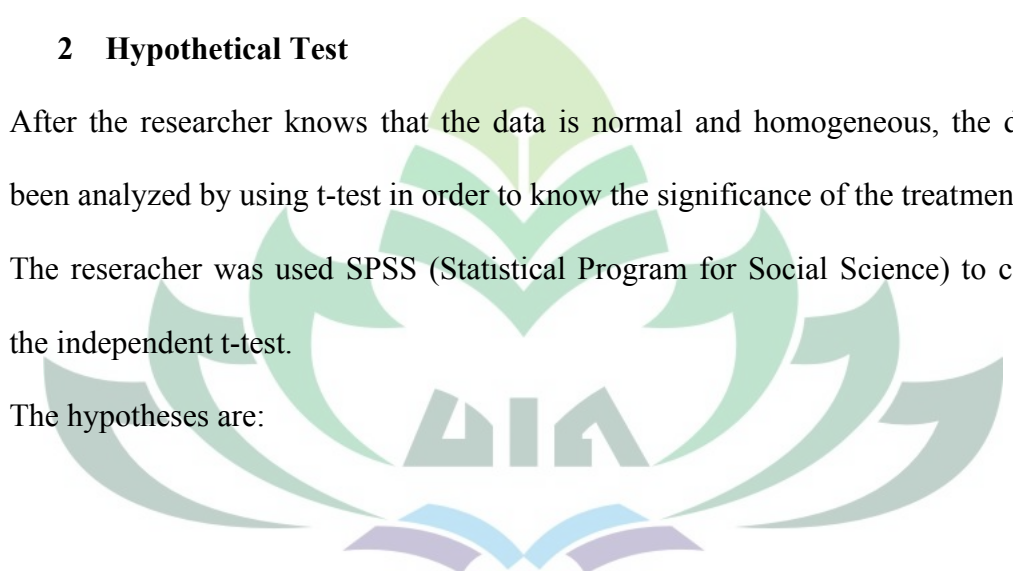
H_a is accepted if $\text{Sig (P value)} < \alpha = 0.05$

2 Hypothetical Test

After the researcher knows that the data is normal and homogeneous, the data has been analyzed by using t-test in order to know the significance of the treatment effect.

The reseracher was used SPSS (Statistical Program for Social Science) to calculate the independent t-test.

The hypotheses are:



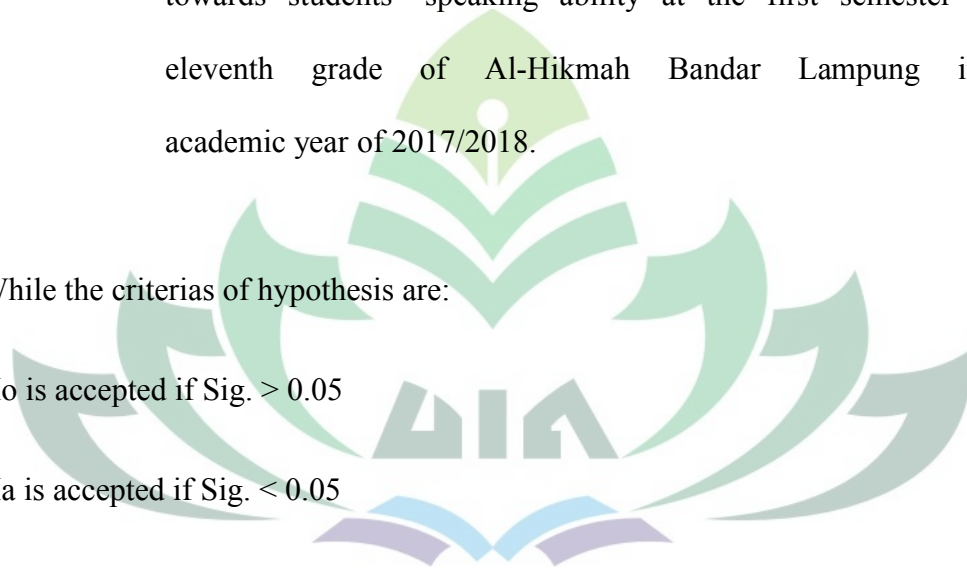
Ha : There is significant influence of using Two-Stay Two-Stray towards students' speaking ability at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

Ho : There is no significant influence of using Two-Stay Two-Stray towards students' speaking ability at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

While the criterias of hypothesis are:

Ho is accepted if Sig. > 0.05

Ha is accepted if Sig. < 0.05



CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

1. Result of Pre Test

The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.

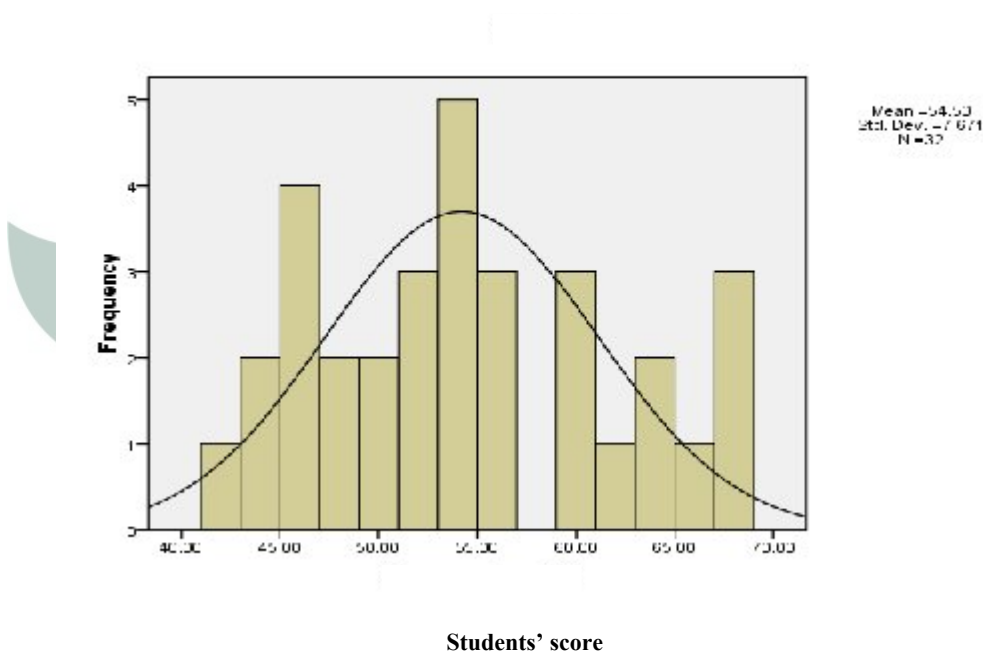


Figure 1
The result of the pre – test in Experimental Class

Based on the figure 1 it could be seen that there was one student who got score 42, 2 students who got 44 score, 4 students who got 46 score, 2 students who got 48 score, 2 students who got 50 score, 3 students who got 52 score, 5 students who

got 54 score, 5 students who got 54 score, 3 students who got 56 score, 3 students who got 60, 1 student who got 62, 2 students who got 64, 2 student swho got 66 and 3 students who get 68. It can be seen that highest score of pre-test of experimental class was 68 and the lowest score was 42, the mean of pre-test in experimental class is 49.29, standard deviation = 7.671, N = 32, median = 54.00, mode = 54.variance = 58.83 minimum score = 42, maximum= 68. It showed students' speaking ability before students got treatments (see appendix 10).

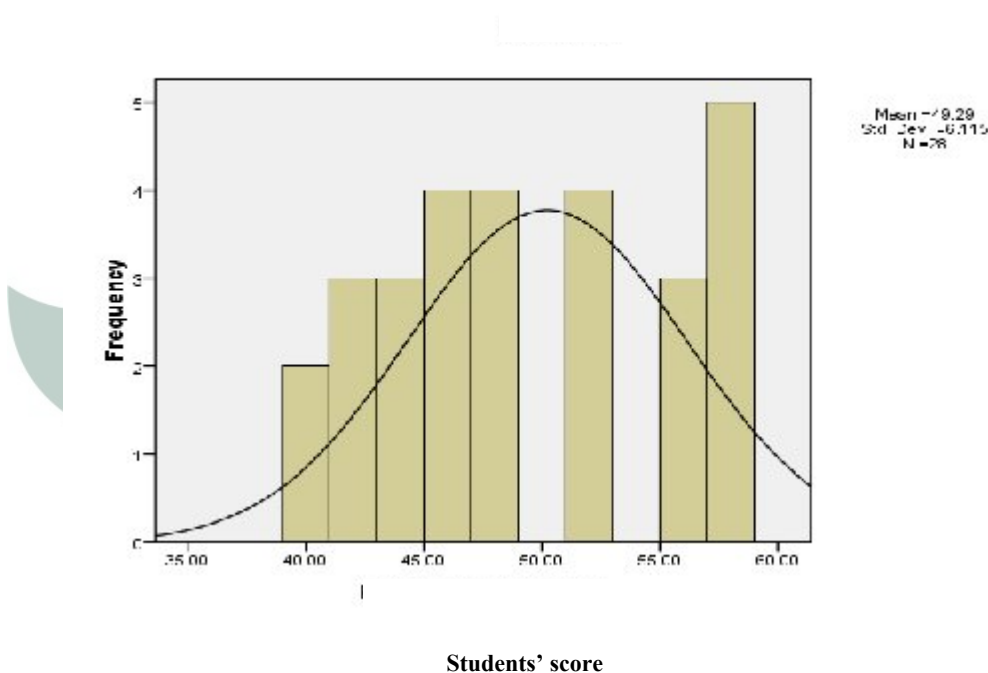


Figure 2
The result of the pre – test in Control Class

Based on the figure 2, it could be seen that there were 2 students who got 40 score, 3 students who got 42 score, 3 students who got 44, 4 students who got 46, 4 students who got 48 score, 4 students who got 52 score, 3 students who got 56

score, 5 students who got 58 score. It can be seen that highest score of pre-test of control class was 58 and the lowest score was 40, the mean of pre-test in experimental class is 49.29, standard deviation = 6.115, N = 28, median = 48.00, mode = 58, variance = 37.39, minimum score = 40, maximum = 58. It showed students' speaking ability before they got treatments (see appendix 11).

2. Result of Post Test

The post-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.

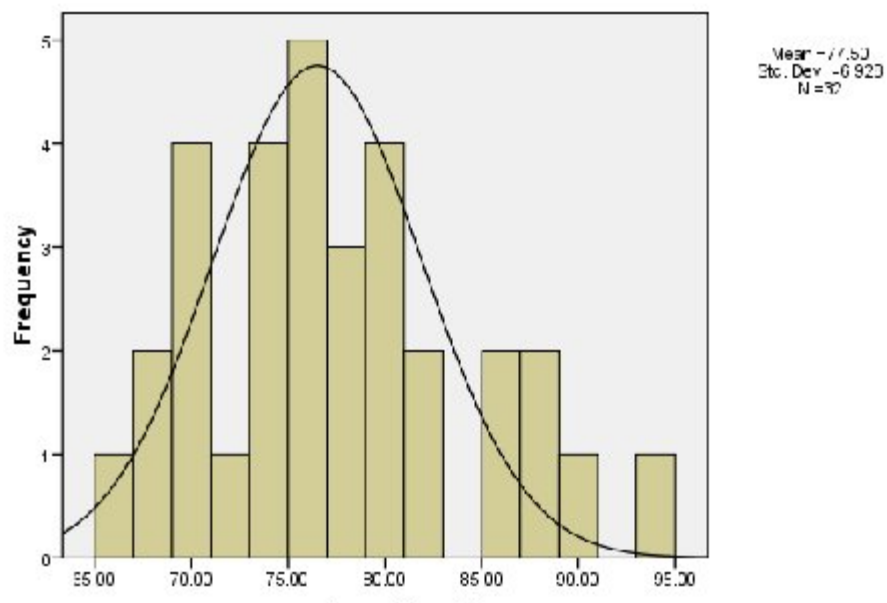


Figure 3
The result of the post – test in Experimental Class

Based on the figure 3 it could be seen that there was one students who got 66 score, 2 student who got 68 score, 4 students who got 70 score, 1 students who got 72 score, 4 student who got 74 score, 4 students who got 74 score, 5 students who got 76, 3 students who got 78 score, 4 student who got 80 score, 2 students who got 82 score, 2 students who got 86 score, 2 students who got 88 score, 1 student who got 90 score, 1 student who got 94 score. It can be seen that highest score of post – test of experimental class was 94 and the lowest score was 66, the mean of post-test in experimental class is 77.50, standard deviation = 6.928, N = 32, median = 76.00, mode = 76, variance =48.00, minimum score = 66, maximum = 94. It showed students' speaking ability after they got treatments (see appendix 12).

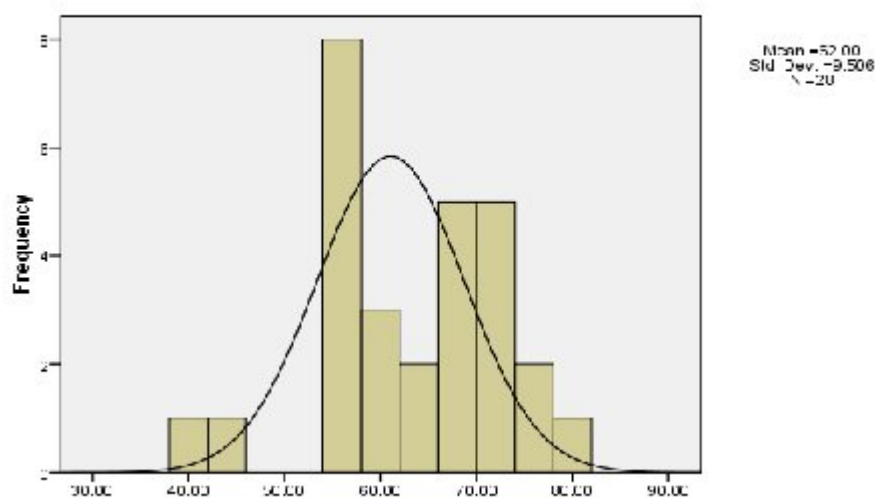


Figure 4
The result of the post – test in Control Class

Based on the figure 4 it could be seen that there were one student who got 40 score, 1 students who got 42 score, 6 students who got 54 score, 2 students who got 56 score, 3 students who got 60 score, 1 students who got 62 score, 1 students who got 64 score, 5 students who got 66 score, 3 students who got 70 score and 2 students who got 72 score, 2 students who got 74, 1 student got 80 score. It can be seen that highest score of post – test of control class was 80 and the lowest score was 40, the mean of post-test in control class is 62.00, standard deviation = 9.506, N = 28, median = 63.00, mode = 54, variance = 94.37, minimum score = 40, maximum = 80. It showed students' speaking ability after they got treatments (see appendix 13).

B. Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the writer analyzed the data by using independent sample t-test.

1. Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

a. The Result of Normality test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for social Science*) for normality. The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 : the variances of the data is homogenous

H_a : the variances of the data is homogenous

The criteria for acceptance or rejection of the hypothesis for normality test were :

H_0 is accepted if Sig (P value) $> \alpha = 0.05$

H_a is accepted if Sig (P value) $< \alpha = 0.05$

Table 11
The Result Normality of the Experimental and Control Class

Technique	Kolmogorov-Sminorv ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control experiment	.129	28	.200*	.9596	28	.272
	.12	32	.200*	.963	32	.321

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

Based on Table above, it can be seen that P_{value} (Sig.) for experimental class was 0.200 and P_{value} (Sig.) for control class was 0.200. Because $\text{Sig. } (P_{\text{value}})$ of experimental class $> \alpha$ 0.05. So, H_0 is accepted and $\text{Sig.}(P_{\text{value}})$ for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion was that the data in the experimental class and control class had normal distribution.

b. The Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from sample homogenous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employed Levine's test.

The hypothesis for the homogeneity test are:

H_0 = The variance of the data are homogeneous

H_a = The variance of the data are not homogeneous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

Table 12
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
ScoreBased onMean	.860	1	58	.358

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.358 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied, the researcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses are:

H_a : There is a significant influence of using Two-Stay Two-Stray Technique to towards students' speaking ability at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the 2017/2018 academic year.

H_0 : There is no significant influence of using Two-Stay Two-Stray Technique towards students' speaking ability at the first semester of the eleventh grade of MA Al-Hikmah in the 2017/2018 academic year.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig. (P_{value}) > \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 13
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
2.883	58	.006

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated $Sig. (P_{value}) = 0.006 < \alpha = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Two-Stay Two-Stray Technique towards students' speaking ability at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the 2017/2018 academic year.

C. Discussion

Based on the finding of the research, it was found that the students who were taught by using Two-Stay Two-Stray Technique have improved their speaking ability, it might due to in Two-Stay Two-Stray Technique the students were highly involves in speaking process, since they had to explore their speaking ability in daily life.

Two-Stay Two-Stray Technique is effective to be implemented in teaching learning speaking. It has been revealed by previous research conducted by Fatoni about The Influence of Using Two Stay Two Stray Technique in learning reading

Comprehension of Recount text of the eighth Grade at SMP Dharma Karya Tangerang Selatan. Therefore students' speaking ability is one of productive skills to share their idea and information. Producing words or sounds but also having a meaning. Think using english with good mastery of grammar, vocabulary,pronunciation, fluency and comprehension. It was explained in chapter II from Al-Qur'an told us that the way of speech can be understood by god speaking. Therefore, Two-Stay Two-Stray Technique proves effective to improve students' speaking skill. It can be seen from the pre-test and post-test, the mean of pre-test was 54.50 and post-test was 77.50. It means that the most improvement was in the experimental class.

Based on the result of this study, In other words, this experiment also proves the argument stated by Agus Suprijono saying that Two-Stay Two-Stray Technique is started by dividing students into group. After creating the group, the teacher give them a task to discuss and find out the answers with their own group. Two-Stay Two-Stray (TSTS) technique is adapted from Spencer Kagan. This technique will bring students to active in learning process, because students will learn more though process constructing and creating working in group and sharing knowledge.”. This experiment strengthens the above argument. By implementing TS-TS in speaking class, it can help the students to responsible for their task by taking turns to speak and giving responses to the topic given by the teacher, they also can solve the problems by working together in a group. Moreover, the advantages of Two-Stay Two Stray Technique as follows: (a) Giving an opportunity to the students to decide their own

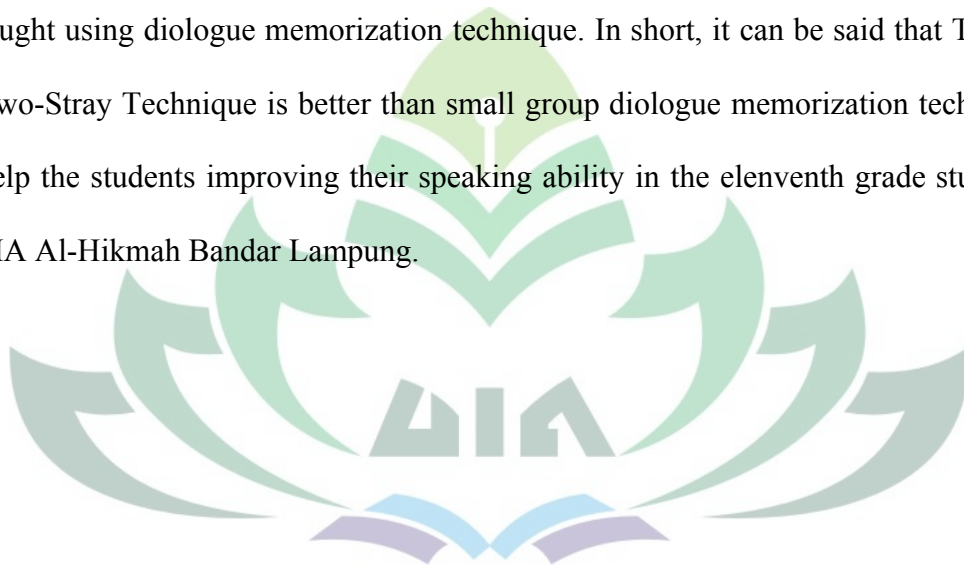
concept by solving the problem which is given to them.; (b) Giving an opportunity to the students to build their creativity and to communicate with their friends in group; (c) Forming the habit of the students' to open minded with their friends; (d) Increasing the students' motivation in learning; (e) Helping teacher to reach learning goal, because the cooperative learning method is easy to be applied.

Two-Stay Two-Stray technique in this research is a kind of technique for teaching speaking by allowing the students to work in groups to give experience in sharing and gathering information by collaboration with students from other groups. The implementation of this technique enable students communicate along with the member of the group and develop relationship within the classroom. In this study, TS-TS create cooperative atmosphere and the students are more likely feel comfortable practicing their speaking ability. Through TS-TS students can develop their listening and speaking simultaneously. Each student in the group actively participates by taking turn to speak and share their ideas and opinions. It can provide opportunity for students to comprehend the relationship between listener and speaker.

Implementing TS-TS in the class especially in speaking class, it can help the teacher use time effectively. TS-TS also make the students work group and improve their autonomy in class, because TS-TS let students discusses the information with other group. However, implementing TS-TS in the classroom is not easy. The above statement is proven true in this experiment. The reseacher found difficulties in implementing TS-TS in the first time. The students still confuse and do not

understand their role and what they have to do. However, with clear explanation and example the students can understand their role lately. Therefore, with brief explanation TS-TS can be implemented in the class successfully.

Based on the calculation and the above analysis, it can be inferred that students in experimental group have higher speaking ability after given treatment trough speaking Two-Stay Two-Stray Technique than students in control group who are taught using dialogue memorization technique. In short, it can be said that Two-Stay Two-Stray Technique is better than small group dialogue memorization technique to help the students improving their speaking ability in the elenventh grade students of MA Al-Hikmah Bandar Lampung.



CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the conclusion and suggestion would like to present which is entitled “*The Influence of Using Two-Stay Two-Stray toward Students’ Speaking Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018*”.

A. Conclusion

After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follows: There was a significant influence of using Two-Stay Two-Sray Technique toward students’ speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis () was rejected, and alternative hypothesis () was accepted, it means that the researcher assumption is true, that is, Two-Stay Two-Stray technique can give a significant influence towards students’ speaking ability. It was supported by the scores achieved by the students in which they got high scores after the researcher gave the treatment Two-Stay Two-Stray as technique for teaching speaking. The significant can be seen from sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and its mean H_0 its rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is

rejected. In other words, there is significant, influence of using Two-Stay Two-Stray technique towards students' speaking ability at the first semester of the eleventh grade of MA Al-Hikmah in the 2017/2018 academic year.

B. Suggestion

After conducting the experiment, analyzing the data and discussing the result, the researcher gives some suggestions to those who might be benefited to the result of this research; they are English teacher and future researcher.

1. Suggestion for English Teacher

To make Two-Stay Two-Stray Technique successfully to be implemented in the classroom, the researcher recommends several suggestions to be taken into consideration by English teacher. Those suggestions are:

- a. Two-Stay Two-Stray Technique can be one alternative technique to teach speaking, writing, listening and reading.
- b. The implementation of Two-Stay Two-Stray Technique is suitable for teenagers or adolescent especially junior or senior high school students. The discussions" topic should be appropriated to the age of the students and interesting for them in order to get a maximum result.
- c. The teacher should be patient in giving clear instruction to the students before implementing Two-Stay Two-Stray Technique because this technique is confusing for the students in the beginning. The teacher should give clear explanation about what the students should do while Two-Stay Two-Stray Technique applied, so that they

can understand their role. Clear and well-organized instruction will help the students to perform and understand more easily.

- d. The teacher must carefully set the time allocation and the member of the groups. If the time allocation is not appropriate and the member of the group is too large, it is difficult to handle.

2. Suggestion to The Students

- a. Students are expected to help each other and learn from each other.
- b. Students should practice in discussion, because this technique more focuses in working in group. So, every member of the group should participate in order to get good understanding of the topic.
- c. Students should facilitate each others in learning.
- d. Students are expected engage in problem solving in a free democratic way.

3. Suggestion to the School

The school should provide other facilities for students to practice their english competency.

4. Suggestion to Future Researcher

To other future researchers, it is recommended for them to develop this technique for teaching other skills, such as: writing, listening and reading; or teaching speaking in the different level of the students, such as: junior high school students. The researcher also hopes this study will emerge further researcher to conduct or continue the same study in other skills.

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Appendix 1

The interview with the English teacher in preliminary research

Interview for the teacher

Questions	Answer	Conclusion
1. How long have you been teaching English?	I think, I have teaching English about ten year.	Based on preliminary research, the teacher has teaching English so long.
2. What is the technique usually uses in the speaking class?	Dialog memorization technique.	The teacher use dialogue memorization technique.
3. Does the material can be understood by the students by using speech technique?	Yes, the material can be understood by the students by using speech but, some of them have not understood the material well. It can be caused by the condition in the class that is so noisy.	Difficult students understand a lesson by using speech because the condition class that is very noisy.
4. Do you have problems in teaching speaking?	Yes I have, my students don't have vocabulary and the students have difficulties what they speak.	Almost students have problem in speaking text, they difficult to speak the English text.
5. What skill that the score was always under average, why?	Speaking score was always under average, because speaking is the prime, especially in the ability to start some discussion because vocabulary that they have is limited.	The students score is always below average because of lack of vocabulary.

Appendix 2

The Questionare for the Students in Preliminary Research

No	Questions	Answer	Conclusion
1.	Apakah kamu suka belajar bahasa inggris?	<ol style="list-style-type: none"> 1. Ario: saya suka belajar bahasa inggris. 2. Izzatul: saya suka belajar bahasa inggris tapi bahasa inggris itu sulit. 3. Rohman: saya tidak terlalu suka belajar bahasa inggris karena sulit. 4. Indra: tidak suka karena susah sekali. 5. Umi: saya kadang-kadang suka kalau lagi mudah pelajarannya. 6. M. alfin: saya suka belajar bahasa inggris. 7. M. singgih: suka, tapi kadang kadang juga tidak tergantung suasana belajarnya. 8. Tiara: tidak terlalu suka karena tidak mengerti. 9. Irfan: tidak karena sulit. 	The students say love learning English but learning English is difficult.
2.	Bagaimana cara Mr. Yayan dalam mengejar bahasa inggris?	<ol style="list-style-type: none"> 1. Ario: beliau meminta kami untuk menghafal kosa kata dan dialog singkat yang ada di buku cetak. 2. Izzatul: saya kurangmengerti tentang apa yang diajarkan oleh beliau. 3. Rohman: saya dan teman-teman selalu disuruh mencatat, membuat kaliaat atau mengerjakan tugas. Kami disuruh menghafal dialog yang ada di buku setiap pertemuan maju kedepan. 4. Indra: kami diajari grammar lalu diberi contoh kemudian kami diminta untuk maju kedepan. 5. Umi: maju kedepan menghafal dialog. 6. M. alfin: kami belajar seperti ang ada dibuku, mengisi soal percakapan lalu menghafal. 7. M. singgih: hafalan sama teman terus maju sama teman. 8. Tiara: belajar seperti biasa sesuai dengan 	The teacher always told students memorize vocabulary and dialogue found in the printed book.

		<p>buku cetak mengisi pertanyaan dan menghafal dialog.</p> <p>9. Irfan: menghafal dialog bersama teman lalu maju kedepan.</p>	
3.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	<p>1. Ario: Senang tapi terkadang saya bosan.</p> <p>2. Izzatul: saya merasa bosan ketika belajar.</p> <p>3. Rohman: senang tapi terkadang merasa bosan.</p> <p>4. Indra: senang tapi terkadang saya tegang belajar bahasa inggris.</p> <p>5. Umi: saya suka, tapi terkadang juga bosan.</p> <p>6. M. alfin: senang.</p> <p>7. M. singgih: saya senang kalau lagi hafalan.</p> <p>8. Tiara: biasa saja saya mengikuti dan mendengarkan pelajaran.</p> <p>9. Irfan: senang tapi kadang bosan.</p>	Students feel excited but sometimes they get tired when lessons take place processed because they are not interesting.
4.	Menurut kamu diantara speaking, reading, listening dan writing manakah yang paling tinggi kesulitannya?	<p>1. Ario: speaking yang paling sulit karena saya tidak biasa berbicara dengan lancar.</p> <p>2. Izzatul: speaking yang paling sulit untuk saya. Karena tidak tau bagaimana cara berbicara dan saya grogi.</p> <p>3. Rohman: semua sulit tapi yang lebih sulit speaking, karena saya tidak punya banyak kosakata ketika disuruh berbicara saya bingung.</p> <p>4. Indra: menurut saya speaking dan listening karena saya susah mengucapkan.</p> <p>5. Umi: saya tidak bias berbicara langsung jadi speaking sulit bagi saya.</p> <p>6. M. alfin: yang paing sulit adalah listening karena saya tidak mengerti apa yang guru sampaikan. Dan speaking juga susah saya tidak bisa menjawab apa yang ditanyakan.</p> <p>7. M. singgih: ngisi reading itu susah kl speaking itu enak soalnya cuman menghafal dialog.</p> <p>8. Tiara: semuanya susah, kalau baca saya sering salah ngucapinya, kalau listening gak ngerti, kalau speaking apalagi.</p> <p>9. Irfan: speaking soalnya tidak bisa</p>	Among the four skill they answer speaking skill that is difficult because they are less controlled vocabulary and not confident when speaking English.

		ngomongnya.	
5.	Menurut kamu diantara speaking, reading, listening dan writing manakah yang paling tinggi kesulitannya?	<ol style="list-style-type: none"> 1. Ario: Saya merasa sulit untuk merangkai kata. Dan saya malu untuk berbicara bahasa inggris 2. Izzatul: Saya tidak tau bagaimana cara berbicara bahasa inggris yang baik. 3. Rohman: Karna gurunya tidak berbicara bahasa inggris sehingga saya merasa tidak percaya diri untuk belajar berbicara bahasa inggris 4. Indra: Saya tidak lancar bahkan tidak bias berbahasa inggris. Dan saya takut berbicara bahasa inggris banyak yang salah. 5. Umi: Saya butuh waktu lama untuk merangkai kata karena kosa kata saya rendah. 6. M. alfin: Saya tidak lancar berbahasa inggris karena saya kurang menguasai kosa katanya. 7. M. singgih: Saya harus menghafal percakapan dalam waktu yang cepat itu sulit bagi saya. 8. Tiara: Saya malu untuk berbicara bahasa inggris karna memang tidak bisa. 9. Irfan: Saya tidak bias berbicara bahasa inggris. 	Students feel shy and afraid to speak English, difficult to string sentences, and it is unusual to speak English.
6.	Apakah kalian merasa senang dengan metode yang bapak guru ajarkan dikelas ?	<ol style="list-style-type: none"> 1. Ario: bosan. Ingin metode yang lebih membuat saya aktif. 2. Izzatul: Gurunya sering kali hanya member soal lalu pergi jadi saya merasa malas untuk belajar dan memahami materinya. 3. Rohman: Membosankan karena gurunya hanya menyuruh menghafal dialog. 4. Indra: Bosan dan tidak termotivasi untuk berbicara bahasa inggris. 5. Umi: bosan. 6. M. alfin: Saya bosan menghafal dialog. 7. M. singgih: Merasa bosan. 8. Tiara: Ya kalau beliau masuk saya merasa senang tapi ketika pelajaran berjalan merasa bosan karna tidak ada hal baru dalam kegiatan belajar mengajar. 9. Indra: Bosan. 	The students bored with the methods used and processed teachers feel lazy to figure it out.

Appendix 3

Students' Speaking Score of XI IPA of MA Al-Hikmah Bandar Lampung in the Academic Year 2017/2018

No	Name	Gender	KKM	Score
1.	Student A1	M	70	75
2.	Student A2	M	70	75
3.	Student A3	F	70	50
4.	Student A4	M	70	65
5.	Student A5	M	70	75
6.	Student A6	F	70	65
7.	Student A7	F	70	60
8.	Student A8	F	70	85
9.	Student A9	F	70	95
10.	Student A10	M	70	20
11.	Student A11	F	70	70
12.	Student A12	F	70	70
13.	Student A13	F	70	95
14.	Student A14	F	70	70
15.	Student A15	F	70	70
16.	Student A16	F	70	75
17.	Student A17	F	70	75
18.	Student A18	F	70	65
19.	Student A19	M	70	90
20.	Student A20	F	70	90
21.	Student A21	F	70	95
22.	Student A22	F	70	60
23.	Student A23	F	70	60
24.	Student A24	F	70	65
25.	Student A25	F	70	95
26.	Student A26	F	70	55
27.	Student A27	M	70	70
28.	Student A28	F	70	50
29.	Student A29	M	70	75
30.	Student A30	F	70	95
31.	Student A31	F	70	95
32.	Student A32	F	70	70

**Students' Speaking Score of XI IPS of MA Al-Hikmah Bandar Lampung in
the Academic Year 2017/2018**

No	Name	Gender	KKM	Score
1.	Student B1	M	70	60
2.	Student B2	M	70	65
3.	Student B3	F	70	70
4.	Student B4	M	70	75
5.	Student B5	F	70	80
6.	Student B6	F	70	70
7.	Student B7	F	70	60
8.	Student B8	F	70	80
9.	Student B9	F	70	80
10.	Student B10	F	70	65
11.	Student B11	F	70	60
12.	Student B12	M	70	65
13.	Student B13	F	70	66
14.	Student B14	M	70	65
15.	Student B15	M	70	65
16.	Student B16	F	70	70
17.	Student B17	F	70	80
18.	Student B18	M	70	60
19.	Student B19	F	70	60
20.	Student B20	F	70	65
21.	Student B21	F	70	60
22.	Student B22	M	70	65
23.	Student B23	M	70	65
24.	Student B24	M	70	65
25.	Student B25	M	70	65
26.	Student B26	F	70	70
27.	Student B27	M	70	75
28.	Student B28	F	70	80
29.	Student B29	F	70	70
30.	Student B30	F	70	70
31.	Student B31	F	70	80
32.	Student B32	M	70	85
33.	Student B33	M	70	60
34.	Student B34	F	70	85
35.	Student B35	F	70	60
36.	Student B36	F	70	65
37.	Student B37	F	70	75
38.	Student B38	M	70	75
39.	Student B39	F	70	80

40.	Student B40	F	70	80
41.	Student B41	F	70	85
42	Student B42	F	70	80
43	Student B43	F	70	80



**Students' Speaking Score of XI IAI of MA Al-Hikmah Bandar Lampung in
the Academic Year 2017/2018**

No	Name	Gender	KKM	Score
1.	Student C1	M	70	95
2.	Student C2	F	70	55
3.	Student C3	F	70	35
4.	Student C4	F	70	85
5.	Student C5	M	70	45
6.	Student C6	F	70	85
7.	Student C7	M	70	85
8.	Student C8	F	70	50
9.	Student C9	F	70	60
10.	Student C10	F	70	50
11.	Student C11	F	70	80
12.	Student C12	M	70	65
13.	Student C13	F	70	45
14.	Student C14	M	70	50
15.	Student C15	F	70	70
16.	Student C16	M	70	85
17.	Student C17	F	70	45
18.	Student C18	F	70	75
19.	Student C19	F	70	40
20.	Student C20	F	70	95
21.	Student C21	M	70	70
22.	Student C22	F	70	55
23.	Student C23	F	70	75
24.	Student C24	M	70	85
25.	Student C25	M	70	70
26.	Student C26	F	70	70
27.	Student C27	M	70	85
28.	Student C28	F	70	60

SILABUS

Nama Sekolah : MA Al Hikmah
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(14 x 45)	
1 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji	<p>berkenalan, bertemu/berpisah <i>mis. A: Pleased to meet you!</i> <i>B: Pleased to meet you too!</i></p> <p>menyetujui ajakan/tawaran/ undangan <i>mis. A: Come to my party.</i> <i>B: Thanks for the invitation</i></p> <p>menerima janji <i>mis. A: I'll get you the book.</i> <i>B: It's very kind of you.</i></p> <p>membatalkan janji <i>mis. A: I'm sorry I can't make it.</i> <i>B: That's OK.</i></p>	<p>Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal</p> <p>Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan.</p> <p>Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok</p>	<p>Mengidentifikasi makna tindak tutur berkenalan</p> <p>Merespon tindak tutur berkenalan Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan</p> <p>Merespon tindak tutur menyetujui tawaran/undangan/ ajakan Mengidentifikasi makna tindak tutur menerima janji</p> <p>Merespon tindak tutur menerima janji Mengidentifikasi makna tindak tutur membatalkan janji</p> <p>Merespon tindak tutur membatalkan janji</p>	<p>Quiz Ulangan tertulis Tugas</p>	<p>1 x 45'</p> <p>2 x 45'</p> <p>3 x 45'</p>	<p>www. Es!- lab Kaset CD</p>
Berbicara							
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji		<p>Bermain peran secara berpasangan</p> <p>Melakukan tourist hunting dan merekam percakapannya*</p>	<p>Menggunakan tindak tutur berkenalan Melakukan percakapan interpersonal Menggunakan tindak tutur tawaran/undangan/ajakan Menggunakan tindak tutur menyetujui ajakan/ tawaran/ undangan dalam percakapan</p>	<p>Performans</p>	<p>4 x 45'</p> <p>2 x 45'</p>	

* Kegiatan Pembelajaran ini dilakukan di daerah yang merupakan daerah kunjungan wisata mancanegara.

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/Alat
Mendengarkan						(14 x 45)	
1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	3.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	<p>o mengungkapkan perasaan bahagia <i>mis. A: I'm so happy to get a scholarship.</i> <i>B: I'm happy for you.</i></p> <p>o menunjukkan perhatian <i>mis. A: You look fantastic.</i> <i>B: Thank you.</i></p> <p>o menunjukkan simpati <i>mis. A: Please accept my condolences.</i> <i>B: Thank you so much.</i></p> <p>o memberi instruksi <i>mis. A: Open the window!</i> <i>B: OK.</i></p>	<p>Mendengarkan percakapan interpersonal/transaksional melalui tape secara individu.</p> <p>Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan.</p> <p>Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar</p>	<p>Mengidentifikasi makna tindak tutur mengungkapkan perasaan bahagia</p> <p>Merespon tindak tutur mengungkapkan perasaan bahagia</p> <p>Mengidentifikasi makna tindak tutur menunjukkan simpati</p> <p>Merespon tindak tutur menunjukkan simpati</p> <p>Mengidentifikasi makna tindak tutur menunjukkan perhatian</p> <p>Merespon tindak tutur menunjukkan perhatian</p> <p>Mengidentifikasi makna tindak tutur instruksi</p> <p>Merespon tindak tutur instruksi</p>	Quiz Ulangan tertulis Tugas	<p>1 x 45</p> <p>2 x 45</p> <p>2 x 45</p>	<p>www.englishdaily626.com</p> <p>www.Esl-lab.com</p> <p>Kaset CD</p>
Berbicara							
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan		<p>Secara berpasangan menggunakan tindak tutur dan responnya.</p> <p>Bermain peran secara berkelompok</p>	<p>Menggunakan tindak tutur mengungkapkan perasaan bahagia</p> <p>Menggunakan tindak tutur menunjukkan simpati</p> <p>Menggunakan tindak tutur menunjukkan perhatian</p> <p>Memberi instruksi lisan</p> <p>Melakukan interview</p> <p>Melakukan pertunjukan drama</p>	Tugas Performa n sns	<p>3 x 45</p> <p>4 x 45</p>	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(14 x 45)	
2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	Teks lisan berbentuk <i>recount</i> Teks lisan berbentuk <i>narrative</i> Teks lisan berbentuk <i>procedure</i>	Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok. Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung.	Mengidentifikasi <i>main idea</i> dari teks yang didengar Mengidentifikasi tokoh dari cerita yang didengar Mengidentifikasi urutan peristiwa dalam teks Mengidentifikasi kejadian dalam teks yang didengar Mengidentifikasi bahan yang digunakan dalam teks <i>procedure</i> yang didengar Mengidentifikasi tujuan komunikasi teks yang didengar	Quiz Ulangan tertulis Tugas	3 x 45 3 x 45 2 x 45	www. Esl- lab Kaset CD
Berbicara							
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>		Membuat sebuah cerita secara individu dan menceritakannya kepada teman sekelas	Menggunakan kalimat past tense dalam menyampaikan sebuah peristiwa Melakukan monolog untuk menceritakan pengalaman Melakukan monolog untuk menyampaikan sebuah <i>procedure</i> Mendongeng	Performans	4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 5. Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pengumuman, iklan, undangan dll	Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok.	Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca	Quiz Ulangan tertulis	(8 x 45) 2 x 45	English Online Jakarta Post
			Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah			2 x 45	
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks			Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat draft, merevisi, menyunting Menghasilkan teks fungsional pendek	Performans	2 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 3 Memahami makna teks tulis fungsional pendek esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	Teks tulis berbentuk <i>recount</i> <i>Past Tense</i> <i>Jim Carrey had a trip to Bunaken. Who went to Bunaken? He went to Bunaken yesterday. Yesterday, he went to Bunaken. To Bunaken, he went yesterday.</i>	Membaca nyaring bermakna teks <i>narrative</i> secara individu Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok	Mengidentifikasi main idea dari sebuah paragraph. Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> Mengidentifikasi tokoh dari cerita yang dibaca Mengidentifikasi urutan peristiwa dalam teks Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca	Quiz Ulangan tertulis Tugas	(14 x 45) 2 x 45 2 x 45 2 x 45	ESOL ONLINE English online English K-6 modules Jakarta Post
		Teks tulis berbentuk <i>Narrative</i> Teks tulis berbentuk <i>Procedure</i>	Berlatih menggunakan kalimat <i>past tense</i> untuk menyatakan peristiwa dan kalimat <i>imperative</i> untuk menyatakan petunjuk. Membuat <i>draft</i> teks <i>narrative</i> , <i>recount</i> atau <i>procedure</i> dengan melakukan <i>chain writing</i> . Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i> .	Menggunakan kalimat <i>past tense</i> dalam menyampaikan sebuah peristiwa Menggunakan kalimat <i>imperative</i> dalam membuat sebuah resep atau petunjuk Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi Menghasilkan teks berbentuk <i>recount</i> Menghasilkan teks berbentuk <i>narrative</i> Menghasilkan teks berbentuk <i>procedure</i>	Tugas Performans	2 x 45 2 x 45 2 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan / Alat
Mendengarkan 1. Memahami makna teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari Berbicara 3. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	1.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	Teks lisan berbentuk <i>narrative</i> Teks lisan berbentuk <i>spoof</i> Teks lisan berbentuk <i>hortatory exposition</i>	Mendengarkan sebuah <i>narrative</i> / <i>spoof</i> / <i>hortatory exposition</i> secara klasikal. Mendiskusikan isi teks yang didengar secara berpasangan. Melakukan <i>case building</i> berdasarkan kelompok pro dan kontra.	Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar Mengidentifikasi tokoh dari cerita yang didengar Mengidentifikasi kejadian dalam teks yang didengar Mengidentifikasi bagian cerita yang lucu Mengidentifikasi solusi dalam sebuah cerita yang didengar Mengidentifikasi kasus yang didengar Mengidentifikasi argumen yang didengar	Tertulis (PG dan Uraian) Tugas Quiz Tugas Performances	(14 x 45)	www.Esl-lab.com C D K a se t
	3.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>		Mendongeng Melakukan debat secara berkelompok	Menggunakan kalimat <i>past continuous</i> dalam menyampaikan spoof Melakukan monolog berbentuk <i>narrative</i> Melakukan monolog berbentuk <i>hortatory exposition</i> Menggunakan modal “ <i>should</i> ” untuk menyampaikan saran Melakukan debat		1 x 45 2 x 45 1 x 45 4 x 45 4 x 45	

Experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA Al-Hikmah Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Jumlah Pertemuan : 3 x pertemuan
Topik Pembelajaran : Monolog : narrative
Skill : Speaking

A. Standar Kompetensi

10.1 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

10.2 Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Merespon wacana monolog: narrative ▪ Melakukan monolog berbentuk : narrative 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

Merespon wacana monolog: narrative

Melakukan melakukan monolog berbentuk : narrative

E. Materi Pembelajaran

Narrative Text (lampiran 1)

F. Metode Pembelajaran/Teknik:

Two Stay Two Stray technique

G. Langkah-langkah Kegiatan Pembelajaran**Pertemuan Pertama**

No	Kegiatan belajar mengajar	waktu
1	Pendahuluan Guru memulai pembelajaran dengan do'a Apersepsi <ul style="list-style-type: none"> Guru mengecek daftar hadir peserta didik dan memberikan pembinaan Guru mengingatkan kembali peserta didik untuk mengenal narrative teks. Motivasi <ul style="list-style-type: none"> Guru menyampaikan tujuan pembelajaran yang akan dicapai Guru Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	Kegiatan Inti Eksplorasi Dalam kegiatan eksplorasi guru: <ul style="list-style-type: none"> Memberikan stimulus berupa pemberian materi monolog berbentuk: <i>narrative</i> (Definition of narrative, purpose of narrative, kinds of narrative text) Mendiskusikan materi bersama siswa Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai monolog berbentuk: <i>narrative</i> Siswa diminta membahas contoh soal: Bahan Ajar Bahasa Inggris mengenai monolog berbentuk: <i>narrative</i>. 	100'

	<p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Setiap kelompok terdiri dari empat siswa. ▪ Dua orang siswa akan meninggalkan grupnya kemudian bertamu ke kelompok lainnya. ▪ Dua orang siswa yang tetap dalam kelompoknya mempunyai tugas untuk memberikan informasi dan hasil kerja dari tamu mereka. ▪ Kemudian tamu kembali ke kelompok masing-masing untuk melaporkan penemuan mereka dari kelompok yang lain. ▪ Masing-masing kelompok mencocokkan dan mendiskusikan informasi yang mereka dapat. <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai monolog berbentuk: <i>narrative</i>. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Siswa diminta membuat rangkuman dari materi monolog berbentuk: <i>narrative</i> ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ▪ Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi monolog berbentuk: <i>narrative</i>. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10'

Pertemuan Kedua

No	Kegiatan belajar mengajar	waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan ▪ Guru mengingatkan kembali peserta didik untuk mengenal narrative teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi monolog berbentuk: <i>narrative</i> (Generic stucture of narrative text) ▪ Mendiskusikan materi bersama siswa ▪ Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai monolog berbentuk: <i>narrative</i> ▪ Siswa diminta membahas contoh soal: Bahan Ajar Bahasa Inggris mengenai monolog berbentuk: <i>narrative</i>. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Setiap kelompok terdiri dari empat siswa. ▪ Dua orang siswa akan meninggalkan grupnya kemudian bertamu ke kelompok lainnya. ▪ Dua orang siswa yang tetap dalam kelompoknya mempunyai tugas untuk memberikan informasi dan hasil kerja dari tamu mereka. ▪ Kemudian tamu kembali ke kelompok masing-masing untuk melaporkan penemuan mereka dari kelompok yang 	60'

	<p>lain.</p> <ul style="list-style-type: none"> ▪ Masing-masing kelompok mencocokkan dan mendiskusikan informasi yang mereka dapat. <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai monolog berbentuk: <i>narrative</i>. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Siswa diminta membuat rangkuman dari materi monolog berbentuk: <i>narrative</i> ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ▪ Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi monolog berbentuk: <i>narrative</i>. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10'

Pertemuan Ketiga

No	Kegiatan belajar mengajar	waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan ▪ Guru mengingatkan kembali peserta didik untuk mengenal narrative teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi monolog berbentuk: <i>narrative</i> (Post-test) ▪ Mendiskusikan materi bersama siswa ▪ Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai monolog berbentuk: <i>narrative</i> ▪ Siswa diminta membahas contoh soal: Bahan Ajar Bahasa Inggris mengenai monolog berbentuk: <i>narrative</i>. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Setiap kelompok terdiri dari empat siswa. ▪ Dua orang siswa akan meninggalkan grupnya kemudian bertamu ke kelompok lainnya. ▪ Dua orang siswa yang tetap dalam kelompoknya mempunyai tugas untuk memberikan informasi dan hasil kerja dari tamu mereka. ▪ Kemudian tamu kembali ke kelompok masing-masing 	60'

	<p>untuk melaporkan penemuan mereka dari kelompok yang lain.</p> <ul style="list-style-type: none"> ▪ Masing-masing kelompok mencocokkan dan mendiskusikan informasi yang mereka dapat. <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai monolog berbentuk: <i>narrative</i>. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Siswa diminta membuat rangkuman dari materi monolog berbentuk: <i>narrative</i> ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ▪ Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi monolog berbentuk: <i>narrative</i>. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10'

H. Sumber/Bahan/Alat

- Buku Look Ahead 2
- Contoh teks narrative

I. Penilaian

1. Indikator

Grammar	Level	Description
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	Level	Description
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Fluency	Level	Description
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	Level	Description
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
Comprehension	Level	Description
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

2. Instrumen Penilaian (Lampiran 2)

Mengetahui ,
Guru Bahasa Inggris

Bandar Lampung, Juli 2017
Mahasiswa

Yayan Mulyana S.Pd

Rani Rohimah

Kepala Sekolah

Abdul Aziz, S.H., M.Pd

Lampiran 1

1. Definition of narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set or methods used to communication the narrative though a process narration.
2. The purpose of narrative
The purpose of narrative text is to amuse or to entertain the reader with story.
3. The kind of narrative
There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are:
 - a. fable: Simple fable is a story about animal which behave like human
 - b. myths: stories that are believed by some people but the stories can't be true.
It was told in an ancient culture to explain a practice, belief, or natural occurrence
 - c. legend: It simple a story which relates to on how a place is formed
 - d. fairy tales: Story which relate much which magic things
 - e. science fiction story: Story which explore the science as the background or plot of the whole story
 - f. short stories: Story fo one or two pages
 - g. parables: Story that illustrates one or more instructive lessons or principles.
Parable differs from a fable.
 - h. novels: Long even very long and complex story
 - i. horror story: A story with horror contents
4. Generic structure of narrative
 1. Orientation
Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
 2. Complication
Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
 3. Resolution
The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
 4. Re-orientation/Coda
This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer .

Example of narrative text

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. **orientation**

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily. **Complication**

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use? The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. **Resolution**

Moral : A single plan that works is better than a hundred doubtful plans.

The vocabulary

Doubtful	: Diragukan
Conceited	: Angkuh
Clever	: Pandai
Barking	: Marah
Nearest	: Paling dekat

Lampiran 2

Instrument

1. Use your time effectively and efficiently
2. Work with your partner well.

Instruction

1. Every group retell the stories.
2. Every group should tell and present about the story that they get from the guest.

1. Pinokio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out

from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

2. Snow White

Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.

In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, then she entered the cottage.

Inside the cottage, there was 7 beds and a kitchen. Snow White was to tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage, came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who was she. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again who the loveliest in the land was and still the magic mirror answered the Snow White who lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White. Then the step mother disguising herself as an old women who sold a basket of poisoned apples and went to the cottage. In the cottage, the seven dwarfs warned Snow White to not open the door to the stranger.

The step mother finally arrived to the cottage and began to offer Snow White an apple. Snow White refused to open the door but the step mother kept persuade and finally Snow White opened the door and brought an apple then he ate it. So Snow White fallen down with the poisoned apple beside her.

In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who laid down on the floor with pale face and a poisoned apple beside her. The

seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive.

Day by day, the seven dwarfs waited for the miracle came when Snow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed. The wanderer asked the dwarfs what was happened and the dwarfs told him the story. Heard the Snow White's story, the prince decided to carry her to his Castle and asked the doctor to help her. Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.

From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest.

3. Beauty and the Beast

Once upon a time there was a merchant who had three beautiful daughter, Prettiest, Sweetest, and Beauty. One day when a merchant set off for market, the three of his daughter asked him something. Prettiest wanted a brocade dress, Sweetest asked a pearl necklace but Beauty just wanted a rose.

When the merchant had finished his business, he set off for home. However, a sudden storm blew up and he should found a shelter to take a rest. Then he saw a big castle but there was none there and he decided to take a rest there. In the morning, when he left the castle, he saw a beautiful rose in castle garden. Remembering his promise to Beauty, he bent down to pick a rose. But suddenly a horrible beast came out. The beast was angry because he found there was someone who stole his rose.

The beast wanted to kill the merchant. But the merchant was begging to apologize him. Then he told that his youngest daughter wanted a rose when he came back to home.

"I shall spare your life, but on one condition, that you bring me your daughter!" said the beast.

The merchant came back to his home with sad looking face. He told the story to his family include to Beauty.

"Dear father, I would do anything for you! Don't worry, I will live with the beast and save your life!" Said Beauty.

Then Beauty began to live with the beast in the castle. In the beginning, Beauty was frightened of the Best but later she figured out that actually the beast was good and

kind. In a short time, Beauty and the Beast became good friends. Then one day, the Beast asked Beauty to be his wife.

Taken by surprise, Beauty said no to the Beast proposal. But the Beast was not getting mad of it. In the next day, the Beast brought Beauty the magic mirror which could see her family, far away.

And one day, Beauty saw that her father was in serious sick. She asked the Beast to let her looked after her father. The beast could not deny but there was a condition that Beauty should come back in 7 days. Beauty thanked the Beast so much. so she was back to her family and looked after her father.

The merchant fallen ill from broken heart at knowing his daughter was being kept prisoner. When Beauty stayed with him, the merchant's condition was getting well. However, Beauty forgot her promise to come back in 7 days. In the night, Beauty had a nightmare. She had a dream that the Beast was dying.

Beauty was afraid, then she decided to come back to castle immediately. In the castle, she found the Beast lied down on the ground with its eyes shut. Beauty was sad, then she hugged the Beast and said that she would marry the Beast. Suddenly a miracle took place. The Beast magically turn into a handsome man.

"Actually, I am a prince of this castle. A bad witch turn me into beast and only real love of a maiden willing to accept me as I was, can transform me back to normal. Then Beauty and the prince was married and live happily in the castle.

4. Romeo and Juliet

In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes felt upon Juliet, and he thought of Rosaline no more.

The vision of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.

Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might

someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That quarreling last caused Merquito died. Romeo was reluctant no longer. He drew his sword and slew Tybalt died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet.

In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his dagger and plunged it into her breast. She died.

5. Rapunzel

Once upon a time, There were a married couple lived in the village. They felt very lonely because of no children accompanying them. They always prayed to God to give a child. Then God answered their praying. One day his wife was pregnant. He was so happy. Their days turned into happiness. They spent the days together.

One day, his wife fell sick. She suffered a strange illness. Her husband had tried to treat her, but she didn't turn to be healthy. Even her healthy was getting worse. She could not eat any food. He was so worried both his wife and the baby's health.

Then he remembered that there was a magic flower in the forest which could cure every illness. But it was guarded by a cruel witch. He went to the forest to pick the magic flower because he really loved his wife and the baby. having arrived in the forest, he saw the flower and picked it. But While he was picking it, the witch saw him and wanted to kill him."Please don't kill me". He begged. "My wife is pregnant and now suffering a strange illness. If I don't give this magical flower, she and her baby will die". He added. The witch felt sorry for him and let him go. But she told him if the baby was born, he had to give the baby to her. Because of his worrying, he nodded to agree the condition.

Having arrived home, he immediately gave the magic flower to his wife . Then the miracle happened! His wife's strange illness astonishingly disappeared. She bore a

beautiful baby. But suddenly the witch came and robbed the baby and took her away. They just saw her leaving without doing anything to prevent it. The witch put the the baby to the very high tower. There was no door. It only had a window. The witch was raising the baby in the tower and gave her name, Rapunzel. Some years later, Rapunzel grew to be a beautiful girl. She has a very long hair. Because it was never cut. The witch used it to climb the tower to give her food. The witch always called her from below. “Rapunzel!! let your hair down! I bring some food for you”. She said. Besides her beautiful face, Rapunzel also had a very beautiful voice. She stayed on the top of tower alone. She never saw human except the witch. She felt so lonely that she spent her days by singing.

One day, a handsome prince passed the tower. He heard Rapunzel singing beautifully. Then he fell in love with her voice. Every day the prince came to the tower to listen to Rapunzel. Until one day he saw the witch climbed the tower using Rapunzel hair. On the next day, the prince wanted to climb the tower. He was very anxious about her. Then he followed the way the witch called Rapunzel. “Rapunzel, let your hair down”. He imitated the witch. Then Rapunzel let her hair down. He climbed to the top of tower with it. After he had reached the top, Rapunzel was so surprised to know that it was not the witch but a handsome prince. Then they fell in love each other. The prince told about everything outside the tower. He invited her to escape. But when they wanted to escape, the witch came and pushed him from the top. It caused him blind. The witch got angry with her. Then she cut Rapunzel’s hair and expelled her to the desert.

6. Timun Emas

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

‘Timun, take these things’

‘What are these things?’

‘These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!’

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

7. Cinderella

Once upon a time, there lived an unhappy young girl with her stepmother and two step sisters who didn't like her. All the nice things, kind thought and loving touches were for her own daughters. But, for the poor unhappy girl, there was nothing at all. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella.

It was quite true. Cinderella, even dressed in rags with a dusty gray face from the cinders, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy, and ugly.

One day, a ball was to be held by the royal family of the kingdom to find the prince's spouse. Cinderella's stepsisters ordered beautiful new dress for the ball. Cinderella wanted to go to the ball but her stepmother asked her to stay at home. "You? My dear girl, you're staying at home to wash the dishes, scrub the floor and turn down the beds for your stepsisters. They will come home tired and very sleepy." asked her stepmother.

Cinderella only nodded her head and began to work. Suddenly something amazing happened. In the kitchen, where Cinderella was sitting all by herself, there was a burst of light and a fairy appeared.

"Don't be afraid Cinderella, I know what you feel, my dear. Do you want to go to ball?" asked the fairy.

"Yes, I do. But look! How can I go to the ball with this dress? Cinderella replied. Then the fairy turned Cinderella's dress became the most beautiful dress and with beautiful slippers, the loveliest ever seen in the realm. The fairy also turned a pumpkin into a parking coach and turned the mice become six white horses. "Now, you can go to the Court and go to the ball. But remember my dear Cinderella, you must leave the ball at midnight and come home. For that is when the spell ends. Your coach will turn back into a pumpkin, the horses will become mice and you will be dressed again in rags with clogs.

At the ballroom, Cinderella amazed everybody there include the prince. When the prince set eyes on Cinderella, he was stuck by her beauty. Walking over to her, he bowed deeply and asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to the coach and went home. But he lost one of her slippers in ballroom. The prince who was now madly in love with her, picked up her slipper and would search for the girl whose foot fitted with the slipper.

In the next morning, the prince began to search everywhere in the kingdom but no girl whose foot fitted with the slipper. Until he found Cinderella house and asked Cinderella's stepsisters to wear the slipper. But none fitted with the slipper. The prince began hopeless.

"Is there any girl else here" Asked the prince.

"Yes, there are. But she is very ugly and I think she is not the girl that you are looking for." replied Cinderella's stepmother.

"Call her here!" Asked the prince.

Then Cinderella's stepmother called Cinderella to come out who was dressed in rags and wore clogs like usual. The prince began to wear the slipper into Cinderella foot, and it was fit.

The prince believed that Cinderella was the girl he met in the ball. Then the prince asked Cinderella to marry him. And at the end, Cinderella and the prince lived happily ever after in the kingdom.

8. Bawang Merah Bawang Putih

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Bawang Putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them.

“Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn’t like that. We have to apologize to Bawang Putih,” said Bawang Merah. Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

9. The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

10. The Story of Lutung Kasarung

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom.

Hearing this, Purbararang was angry. “You cannot ask her to be the queen, Father. I’m older than she is. It’s supposed to be me, not her!” said Purbararang. But the king still chose Purbasari to be the next queen. Purbararang then set a bad plan with her fiancé, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. “You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle,” said Purbararang. Purbasari was very sad. Now

she had to stay in the jungle. Everyday she spent her time playing with some animals there.

There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina.

Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back. After that, she asked Lutung Kasarung to accompany her to go back to the palace.

Purbararang was very shocked. She knew she had to come up with another bad idea. She then said, "Those who have longer hair will be the queen." The king then measured his daughters' hair. Purbasari had longer hair. But Purbararang did not give up. "A queen must have a handsome husband. If my fiance is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari was sad. She knew Purbararang's fiance, Indrajaya, was handsome. And she did not have a fiance yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiance is a monkey, ha ha ha." Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya.

Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

Control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA Al-Hikmah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI
Jumlah pertemuan : 3 x pertemuan
Topik Pembelajaran : Dialogue : narrative
Skill : Speaking

A. Standar Kompetensi

10.1 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari .

B. Kompetensi Dasar.

10.2 Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> Merespon wacana Dialog: narrative Melakukan Dialog berbentuk : narrative 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

Merespon wacana dialog: narrative

Melakukan melakukan diaolog berbentuk : narrative

E. Materi Pembelajaran

Narrative text (Lampiran 1)

F. Metode Pembelajaran/Teknik:

Dialogue Memorization Technique

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

No	Kegiatan belajar mengajar	waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan ▪ Guru mengingatkan kembali peserta didik untuk mengenal narrative teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi Dialog berbentuk: <i>narrative</i> (Definition of narrative, purpose of narrative, kinds of narrative text). ▪ Mendiskusikan materi bersama siswa ▪ Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai dialog berbentuk: <i>narrative</i> ▪ Siswa diminta membahas contoh soal: Bahan Ajar Bahasa Inggris mengenai dialog berbentuk: <i>narrative</i>. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Jumlah setiap kelompok siswa sesuai dengan cerita. ▪ Kemudian siswa menghafal dialog. ▪ Siswa menceritakan teks yang telah dihafalnya di depan kelas. 	100'

	<p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai dialog berbentuk: <i>narrative</i>. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Siswa diminta membuat rangkuman dari materi dialog berbentuk: <i>narrative</i> ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ▪ Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi dialog berbentuk: <i>narrative</i>. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10'

Pertemuan Kedua

No	Kegiatan belajar mengajar	waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan ▪ Guru mengingatkan kembali peserta didik untuk mengenal narrative teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'

2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi dialog berbentuk: <i>narrative</i> (Generic stucture). ▪ Mendiskusikan materi bersama siswa ▪ Memberikan kesempatan pada siswa mengkomunikasikan secara lisan atau mempresentasikan mengenai dialog berbentuk: <i>narrative</i> ▪ Siswa diminta membahas contoh soal: Bahan Ajar Bahasa Inggris mengenai dialog berbentuk: <i>narrative</i>. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Jumlah setiap kelompok siswa sesuai dengan cerita. ▪ Kemudian siswa menghafal dialog ▪ Siswa menceritakan teks yang telah dihafalnya di depan kelas. <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai dialog berbentuk: <i>narrative</i>. 	100'
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Siswa diminta membuat rangkuman dari materi dialog berbentuk: <i>narrative</i> ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ▪ Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi dialog berbentuk: <i>narrative</i>. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10'

Pertemuan Ketiga

No	Kegiatan belajar mengajar	waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan ▪ Guru mengingatkan kembali peserta didik untuk mengenal narrative teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi dialog berbentuk: <i>narrative</i> (Post-test). ▪ Mendiskusikan materi bersama siswa ▪ Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai dialog berbentuk: <i>narrative</i> ▪ Siswa diminta membahas contoh soal: Bahan Ajar Bahasa Inggris mengenai dialog berbentuk: <i>narrative</i>. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Jumlah setiap kelompok siswa sesuai dengan cerita. ▪ Kemudian siswa menghafal dialog ▪ Siswa menceritakan teks yang telah dihafalnya di depan kelas. <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. ▪ Memberikan motivasi kepada siswa yang kurang dan belum 	100'

	bisa mengikuti dalam materi mengenai dialog berbentuk: <i>narrative</i> .	
3	Penutup <ul style="list-style-type: none"> ▪ Siswa diminta membuat rangkuman dari materi dialog berbentuk: <i>narrative</i> ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ▪ Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi dialog berbentuk: <i>narrative</i>. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10'

H. Sumber/Bahan/Alat

- Buku Look Ahead 2
- Kaset/CD
- Tape
- Script dari Look Ahead 2

I. Penilaian

1. Indikator

Grammar	Level	Description
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.

Vocabulary	Level	Description
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	Level	Description
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	Level	Description
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Comprehension	Level	Description
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

Scoring Standards and Range in Speaking Assessments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

2. Instrumen (Lampiran 1)

Mengetahui ,
Guru Bahasa Inggris

Bandar Lampung, Juli 2017
Mahasiswa

Yayan Mulyana S.Pd

Rani Rohimah

Kepala Sekolah

Abdul Aziz, S.H., M.Pd



Lampiran 1

1. Definition of narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set or methods used to communication the narrative though a process narration.
2. The purpose of narrative
The purpose of narrative text is to amuse or to entertain the reader with story.
3. The kind of narrative
There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are:
 - a. fable: Simple fable is a story about animal which behave like human
 - b. myths: stories that are believed by some people but the stories can't be true.
It was told in an ancient culture to explain a practice, belief, or natural occurrence
 - c. legend: It simple a story which relates to on how a place is formed
 - d. fairy tales: Story which relate much which magic things
 - e. science fiction story: Story which explore the science as the background or plot of the whole story
 - f. short stories: Story fo one or two pages
 - g. parables: Story that illustrates one or more instructive lessons or principles.
Parable differs from a fable.
 - h. novels: Long even very long and complex story
 - i. horror story: A story with horror contents
4. Generic structure of narrative
 1. Orientation
Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
 2. Complication
Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
 3. Resolution
The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
 4. Re-orientation/Coda
This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer .

Example of narrative text

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. **orientation**

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily. **Complication**

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use? The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. **Resolution**

Moral : A single plan that works is better than a hundred doubtful plans.

The vocabulary

Doubtful	: Diragukan
Conceited	: Angkuh
Clever	: Pandai
Barking	: Marah
Nearest	: Paling dekat

Lampiran 2

Instrument

1. Use your time effectively and efficiently
2. Work with your partner well.

Instruction

1. Every group retell the stories.
2. Every group should tell and present about the story that they get from the guest.

1. Pinokio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out

from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

2. Snow White

Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.

In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, then she entered the cottage.

Inside the cottage, there was 7 beds and a kitchen. Snow White was to tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage, came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who was she. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again who the loveliest in the land was and still the magic mirror answered the Snow White who lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White. Then the step mother disguising herself as an old women who sold a basket of poisoned apples and went to the cottage. In the cottage, the seven dwarfs warned Snow White to not open the door to the stranger.

The step mother finally arrived to the cottage and began to offer Snow White an apple. Snow White refused to open the door but the step mother kept persuade and finally Snow White opened the door and brought an apple then he ate it. So Snow White fallen down with the poisoned apple beside her.

In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who laid down on the floor with pale face and a poisoned apple beside her. The

seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive.

Day by day, the seven dwarfs waited for the miracle came when Snow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed. The wanderer asked the dwarfs what was happened and the dwarfs told him the story. Heard the Snow White's story, the prince decided to carry her to his Castle and asked the doctor to help her. Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.

From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest.

3. Beauty and the Beast

Once upon a time there was a merchant who had three beautiful daughter, Prettiest, Sweetest, and Beauty. One day when a merchant set off for market, the three of his daughter asked him something. Prettiest wanted a brocade dress, Sweetest asked a pearl necklace but Beauty just wanted a rose.

When the merchant had finished his business, he set off for home. However, a sudden storm blew up and he should found a shelter to take a rest. Then he saw a big castle but there was none there and he decided to take a rest there. In the morning, when he left the castle, he saw a beautiful rose in castle garden. Remembering his promise to Beauty, he bent down to pick a rose. But suddenly a horrible beast came out. The beast was angry because he found there was someone who stole his rose.

The beast wanted to kill the merchant. But the merchant was begging to apologize him. Then he told that his youngest daughter wanted a rose when he came back to home.

"I shall spare your life, but on one condition, that you bring me your daughter!" said the beast.

The merchant came back to his home with sad looking face. He told the story to his family include to Beauty.

"Dear father, I would do anything for you! Don't worry, I will live with the beast and save your life!" Said Beauty.

Then Beauty began to live with the beast in the castle. In the beginning, Beauty was frightened of the Best but later she figured out that actually the beast was good and

kind. In a short time, Beauty and the Beast became good friends. Then one day, the Beast asked Beauty to be his wife.

Taken by surprise, Beauty said no to the Beast proposal. But the Beast was not getting mad of it. In the next day, the Beast brought Beauty the magic mirror which could see her family, far away.

And one day, Beauty saw that her father was in serious sick. She asked the Beast to let her looked after her father. The beast could not deny but there was a condition that Beauty should come back in 7 days. Beauty thanked the Beast so much. so she was back to her family and looked after her father.

The merchant fallen ill from broken heart at knowing his daughter was being kept prisoner. When Beauty stayed with him, the merchant's condition was getting well. However, Beauty forgot her promise to come back in 7 days. In the night, Beauty had a nightmare. She had a dream that the Beast was dying.

Beauty was afraid, then she decided to come back to castle immediately. In the castle, she found the Beast lied down on the ground with its eyes shut. Beauty was sad, then she hugged the Beast and said that she would marry the Beast. Suddenly a miracle took place. The Beast magically turn into a handsome man.

"Actually, I am a prince of this castle. A bad witch turn me into beast and only real love of a maiden willing to accept me as I was, can transform me back to normal. Then Beauty and the prince was married and live happily in the castle.

4. Romeo and Juliet

In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes felt upon Juliet, and he thought of Rosaline no more.

The vision of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.

Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might

someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That quarreling last caused Mercutio died. Romeo was reluctant no longer. He drew his sword and slew Tybalt died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet.

In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his dagger and plunged it into her breast. She died.

5. Rapunzel

Once upon a time, There were a married couple lived in the village. They felt very lonely because of no children accompanying them. They always prayed to God to give a child. Then God answered their praying. One day his wife was pregnant. He was so happy. Their days turned into happiness. They spent the days together.

One day, his wife fell sick. She suffered a strange illness. Her husband had tried to treat her, but she didn't turn to be healthy. Even her healthy was getting worse. She could not eat any food. He was so worried both his wife and the baby's health.

Then he remembered that there was a magic flower in the forest which could cure every illness. But it was guarded by a cruel witch. He went to the forest to pick the magic flower because he really loved his wife and the baby. having arrived in the forest, he saw the flower and picked it. But While he was picking it, the witch saw him and wanted to kill him."Please don't kill me". He begged. "My wife is pregnant and now suffering a strange illness. If I don't give this magical flower, she and her baby will die". He added. The witch felt sorry for him and let him go. But she told him if the baby was born, he had to give the baby to her. Because of his worrying, he nodded to agree the condition.

Having arrived home, he immediately gave the magic flower to his wife . Then the miracle happened! His wife's strange illness astonishingly disappeared. She bore a

beautiful baby. But suddenly the witch came and robbed the baby and took her away. They just saw her leaving without doing anything to prevent it. The witch put the the baby to the very high tower. There was no door. It only had a window. The witch was raising the baby in the tower and gave her name, Rapunzel. Some years later, Rapunzel grew to be a beautiful girl. She has a very long hair. Because it was never cut. The witch used it to climb the tower to give her food. The witch always called her from below. “Rapunzel!! let your hair down! I bring some food for you”. She said. Besides her beautiful face, Rapunzel also had a very beautiful voice. She stayed on the top of tower alone. She never saw human except the witch. She felt so lonely that she spent her days by singing.

One day, a handsome prince passed the tower. He heard Rapunzel singing beautifully. Then he fell in love with her voice. Every day the prince came to the tower to listen to Rapunzel. Until one day he saw the witch climbed the tower using Rapunzel hair. On the next day, the prince wanted to climb the tower. He was very anxious about her. Then he followed the way the witch called Rapunzel. “Rapunzel, let your hair down”. He imitated the witch. Then Rapunzel let her hair down. He climbed to the top of tower with it. After he had reached the top, Rapunzel was so surprised to know that it was not the witch but a handsome prince. Then they fell in love each other. The prince told about everything outside the tower. He invited her to escape. But when they wanted to escape, the witch came and pushed him from the top. It caused him blind. The witch got angry with her. Then she cut Rapunzel’s hair and expelled her to the desert.

6. Timun Emas

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

‘Timun, take these things’

‘What are these things?’

‘These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!’

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

7. Cinderella

Once upon a time, there lived an unhappy young girl with her stepmother and two step sisters who didn't like her. All the nice things, kind thought and loving touches were for her own daughters. But, for the poor unhappy girl, there was nothing at all. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella.

It was quite true. Cinderella, even dressed in rags with a dusty gray face from the cinders, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy, and ugly.

One day, a ball was to be held by the royal family of the kingdom to find the prince's spouse. Cinderella's stepsisters ordered beautiful new dress for the ball. Cinderella wanted to go to the ball but her stepmother asked her to stay at home. "You? My dear girl, you're staying at home to wash the dishes, scrub the floor and turn down the beds for your stepsisters. They will come home tired and very sleepy." asked her stepmother.

Cinderella only nodded her head and began to work. Suddenly something amazing happened. In the kitchen, where Cinderella was sitting all by herself, there was a burst of light and a fairy appeared.

"Don't be afraid Cinderella, I know what you feel, my dear. Do you want to go to ball?" asked the fairy.

"Yes, I do. But look! How can I go to the ball with this dress? Cinderella replied. Then the fairy turned Cinderella's dress became the most beautiful dress and with beautiful slippers, the loveliest ever seen in the realm. The fairy also turned a pumpkin into a parking coach and turned the mice become six white horses. "Now, you can go to the Court and go to the ball. But remember my dear Cinderella, you must leave the ball at midnight and come home. For that is when the spell ends. Your coach will turn back into a pumpkin, the horses will become mice and you will be dressed again in rags with clogs.

At the ballroom, Cinderella amazed everybody there include the prince. When the prince set eyes on Cinderella, he was stuck by her beauty. Walking over to her, he bowed deeply and asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to the coach and went home. But he lost one of her slippers in ballroom. The prince who was now madly in love with her, picked up her slipper and would search for the girl whose foot fitted with the slipper.

In the next morning, the prince began to search everywhere in the kingdom but no girl whose foot fitted with the slipper. Until he found Cinderella house and asked Cinderella's stepsisters to wear the slipper. But none fitted with the slipper. The prince began hopeless.

"Is there any girl else here" Asked the prince.

"Yes, there are. But she is very ugly and I think she is not the girl that you are looking for." replied Cinderella's stepmother.

"Call her here!" Asked the prince.

Then Cinderella's stepmother called Cinderella to come out who was dressed in rags and wore clogs like usual. The prince began to wear the slipper into Cinderella foot, and it was fit.

The prince believed that Cinderella was the girl he met in the ball. Then the prince asked Cinderella to marry him. And at the end, Cinderella and the prince lived happily ever after in the kingdom.

8. Bawang Merah Bawang Putih

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Bawang Putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them.

“Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn’t like that. We have to apologize to Bawang Putih,” said Bawang Merah. Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

9. The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

10. The Story of Lutung Kasarung

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom.

Hearing this, Purbararang was angry. “You cannot ask her to be the queen, Father. I’m older than she is. It’s supposed to be me, not her!” said Purbararang. But the king still chose Purbasari to be the next queen. Purbararang then set a bad plan with her fiancé, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. “You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle,” said Purbararang. Purbasari was very sad. Now

she had to stay in the jungle. Everyday she spent her time playing with some animals there.

There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina.

Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back. After that, she asked Lutung Kasarung to accompany her to go back to the palace.

Purbararang was very shocked. She knew she had to come up with another bad idea. She then said, "Those who have longer hair will be the queen." The king then measured his daughters' hair. Purbasari had longer hair. But Purbararang did not give up. "A queen must have a handsome husband. If my fiance is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari was sad. She knew Purbararang's fiance, Indrajaya, was handsome. And she did not have a fiance yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiance is a monkey, ha ha ha." Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya.

Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

Appendix 7

Form of Construct Validity:

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Penelaah : Yayan Mulyana S.Pd

Petunjuk pengisian format penelaah butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format !

- Berilah tanda (√) pada kolom “ya” bila soal yang di telaah sudah sesuai dngan kriteria.
- Berilah tanda (√) pada kolom “tidak” bila sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas XI di Semester 1?			
2	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas ?			
3	Apakah instruksi mudah dipahami oleh siswa ?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur ?			
5	Apakah istruksinya sudah sesuai dengan kisi-kisi ?			

Catatan :

Bandar Lampung, Agustus 2017

Validator

Yayan Mulyana, S.Pd

Appendix 8

Speaking test (oral)

Test Instrument for pre-test

Subject : English
 Sub Matter : Speaking
 Sub Subject Matter : Narrative Text
 Class / Semester : XI / 1
 Time Allocation : 2 x 45 minutes

Direction

1. Use your time effectively and efficiently
2. Work individual

Instruction

1. Everyone retell the stories.
2. Everyone should tell and present about the story that they get from the teacher.

No	Topics	Title of Stories
1	Foreign Stories	1. Pinocchio 2. Snow White 3. Beauty and the Beast 4. Romeo and Juliet 5. Rapunzel
2	Local Stories	1. Timun Mas 2. Cinderella 3. Bawang Merah Bawang Putih 4. The Story of Toba Lake 5. The Story of Lutung Kasarung

Appendix 9

Speaking test (oral)

Test Instrument for post-test

Subject : English

Sub Matter : Speaking

Sub Subject Matter : Narrative Text

Class / Semester : XI / 1

Time Allocation : 2 x 45 minutes

Direction

1. Use your time effectively and efficiently
2. Work individual.

Instruction

1. Everyone retell the stories.
2. Everyone should tell and present about the story that they get from the teacher.

No	Topics	Title of Stories
1	Foreign Stories	<ol style="list-style-type: none"> 1. Pinocchio 2. Snow White 3. Beauty and the Beast 4. Romeo and Juliet 5. Rapunzel
2	Local Stories	<ol style="list-style-type: none"> 1. Timun Mas 2. Cinderella 3. Bawang Merah Bawang Putih 4. The Story of Toba Lake 5. The Story of Lutung Kasarung

Appendix 10

The Result of pre-test control class

PRE-TEST_CONTROL

	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	2	5.9	7.1	7.1
42.00	3	8.8	10.7	17.9
44.00	3	8.8	10.7	28.6
46.00	4	11.8	14.3	42.9
48.00	4	11.8	14.3	57.1
52.00	4	11.8	14.3	71.4
56.00	3	8.8	10.7	82.1
58.00	5	14.7	17.9	100.0
Total	28	100.0	100.0	

Statistics**PRETEST_CONTROL**

Valid	28
Missing	0
Mean	49.2857
Std. Error of Mean	1.15568
Median	48.0000
Mode	58.00
Std. Deviation	6.11529
Variance	37.397
Skewness	.164
Std. Error of Skewness	.441
Kurtosis	-1.337
Std. Error of Kurtosis	.858
Range	18.00
Minimum	40.00
Maximum	58.00
Sum	1380.00

Appendix 11
The Result of Pre-test Experiment

Preexperimental

	Frequency	Percent	Valid Percent	Cumulative Percent
42.00	1	2.9	3.1	3.1
44.00	2	5.9	6.3	9.4
46.00	4	11.8	12.5	21.9
48.00	2	5.9	6.3	28.1
50.00	2	5.9	6.3	34.4
52.00	3	8.8	9.4	43.8
54.00	5	14.7	15.6	59.4
56.00	3	8.8	9.4	68.8
60.00	3	8.8	9.4	78.1
62.00	1	2.9	3.1	81.3
64.00	2	5.9	6.3	87.5
66.00	1	2.9	3.1	90.6
68.00	3	8.8	9.4	100.0
Total	32	100.0	100.0	

Statistics

Pre-experimental

Valid	32
Missing	0
Mean	54.5000
Std. Error of Mean	1.35599
Median	54.0000
Mode	54.00
Std. Deviation	7.67064
Variance	58.839
Skewness	.308
Std. Error of Skewness	.414
Kurtosis	-.900
Std. Error of Kurtosis	.809
Range	26.00
Minimum	42.00
Maximum	68.00
Sum	1744.00

Appendix 12

The Result of Post-Test Control

POSTTEST_CONTROL

	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	1	2.9	3.6	3.6
42.00	1	2.9	3.6	7.1
54.00	6	17.6	21.4	28.6
56.00	2	5.9	7.1	35.7
60.00	3	8.8	10.7	46.4
62.00	1	2.9	3.6	50.0
64.00	1	2.9	3.6	53.6
66.00	5	14.7	17.9	71.4
70.00	3	8.8	10.7	82.1
72.00	2	5.9	7.1	89.3
74.00	2	5.9	7.1	96.4
80.00	1	2.9	3.6	100.0
Total	28	100.0	100.0	

Statistics

Post-test Control

Valid	28
Missing	0
Mean	62.0000
Std. Error of Mean	1.79653
Median	63.0000
Mode	54.00
Std. Deviation	9.50633
Variance	90.370
Skewness	-.419
Std. Error of Skewness	.441
Kurtosis	.043
Std. Error of Kurtosis	.858
Range	40.00
Minimum	40.00
Maximum	80.00
Sum	1736.00

Appendix 13
The Result of Post-test Experimental

Post-test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
66.00	1	2.9	3.1	3.1
68.00	2	5.9	6.3	9.4
70.00	4	11.8	12.5	21.9
72.00	1	2.9	3.1	25.0
74.00	4	11.8	12.5	37.5
76.00	5	14.7	15.6	53.1
78.00	3	8.8	9.4	62.5
80.00	4	11.8	12.5	75.0
82.00	2	5.9	6.3	81.3
86.00	2	5.9	6.3	87.5
88.00	2	5.9	6.3	93.8
90.00	1	2.9	3.1	96.9
94.00	1	2.9	3.1	100.0
Total	32	100.0	100.0	

Statistics

Post-test experimental

Valid	32
Missing	0
Mean	77.5000
Std. Error of Mean	1.22474
Median	76.0000
Mode	76.00
Std. Deviation	6.92820
Variance	48.000
Skewness	.513
Std. Error of Skewness	.414
Kurtosis	-.217
Std. Error of Kurtosis	.809
Range	28.00
Minimum	66.00
Maximum	94.00
Sum	2480.00

Appendix 14

The Result of Reliability Test

Pre-test Control

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.724	.735	10

Post-Test Control

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.886	10

Pre-Test Experiment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.777	.781	10

Post-Test Experiment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.779	.782	10

Appendix 15
Score Post-Test Control Class

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	B-1	3	4	2	3	3	3	3	3	3	3	30	60
2	B-2	3	3	2	3	2	3	3	2	3	3	27	54
3	B-3	2	2	2	2	3	2	2	2	2	2	21	42
4	B-4	3	2	3	3	2	2	3	3	3	3	27	54
5	B-5	4	4	3	4	3	3	3	3	3	3	33	66
6	B-6	2	3	3	3	4	4	3	3	4	4	33	66
7	B-7	3	3	4	4	3	2	2	3	3	3	30	60
8	B-8	3	2	3	3	2	2	3	3	3	3	27	54
9	B-9	3	4	3	3	4	3	3	4	3	3	33	66
10	B-10	4	4	3	3	4	3	4	3	4	4	36	72
11	B-11	3	3	3	3	3	2	2	3	3	3	28	56
12	B-12	3	3	4	4	3	3	3	2	3	3	31	62
13	B-13	3	2	3	3	2	2	3	3	3	3	27	54
14	B-14	3	3	3	3	4	4	3	3	2	2	30	60
15	B-15	2	2	2	2	2	2	2	2	2	2	20	40
16	B-16	3	3	3	3	3	3	2	2	2	3	27	54
17	B-17	3	3	3	3	3	3	3	4	4	4	33	66
18	B-18	3	3	3	3	3	3	2	2	2	3	27	54
19	B-19	4	4	4	4	4	4	4	4	4	4	40	80
20	B-20	3	4	3	3	4	3	3	4	3	3	33	66
21	B-21	3	3	3	3	3	3	2	3	2	3	28	56
22	B-22	4	4	3	3	4	4	3	4	4	4	37	74
23	B-23	4	4	3	4	2	3	3	3	3	3	32	64
24	B-24	3	3	3	4	4	4	4	4	4	4	37	74
25	B-25	3	3	3	3	3	4	4	4	4	4	35	70
26	B-26	2	3	3	3	4	4	4	4	4	4	35	70
27	B-27	3	3	4	4	3	4	3	3	4	4	35	70
28	B-28	4	4	3	3	4	4	3	3	4	4	36	72

Appendix 16

Score Pre-Test Control class

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	B-1	3	2	3	2	2	3	2	3	2	2	24	48
2	B-2	2	3	2	2	2	2	3	3	2	2	23	46
3	B-3	1	2	2	2	2	2	2	2	3	3	21	42
4	B-4	2	2	2	2	2	2	2	2	2	3	21	42
5	B-5	2	2	3	2	2	2	2	2	3	3	23	46
6	B-6	3	2	4	3	3	2	3	3	3	3	29	58
7	B-7	3	3	2	3	3	3	3	4	2	2	28	56
8	B-8	2	2	2	3	3	2	3	3	3	3	26	52
9	B-9	4	3	3	3	3	3	3	2	2	3	29	58
10	B-10	3	2	2	3	2	3	2	3	2	2	24	48
11	B-11	3	2	2	2	2	2	3	2	3	3	24	48
12	B-12	2	3	3	3	3	3	3	2	3	3	28	56
13	B-13	3	3	3	3	3	3	2	3	3	3	29	58
14	B-14	1	1	2	2	3	3	2	2	3	3	22	44
15	B-15	3	2	2	2	2	2	2	2	2	2	21	42
16	B-16	2	2	3	2	2	3	2	3	2	2	23	46
17	B-17	2	2	2	2	2	2	2	2	3	3	22	44
18	B-18	3	3	2	2	2	2	2	2	2	3	23	46
19	B-19	3	3	3	3	3	3	2	2	3	3	28	56
20	B-20	2	3	2	2	3	3	3	2	3	3	26	52
21	B-21	3	3	2	2	3	3	2	2	2	2	24	48
22	B-22	3	2	2	2	2	2	1	2	2	2	20	40
23	B-23	2	2	2	2	2	2	1	3	2	2	20	40

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
24	B-24	3	2	2	2	2	2	2	3	2	2	22	44
25	B-25	3	3	3	3	3	2	3	2	2	2	26	52
26	B-26	3	3	2	2	3	3	2	3	3	2	26	52
27	B-27	3	3	2	2	3	3	3	4	3	3	29	58
28	B-28	3	3	4	3	2	3	3	3	2	3	29	58



Appendix 17

SCORE PRE -TEST EXPERIMENTAL CLASS

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	2	2	3	3	4	4	3	3	3	4	31	62
2	C-2	3	3	3	3	4	3	4	3	4	4	34	68
3	C-3	3	3	3	3	3	3	2	3	2	3	28	56
4	C-4	2	1	2	2	3	3	2	2	3	3	23	46
5	C-5	3	3	4	4	3	2	3	3	3	2	30	60
6	C-6	3	3	2	2	3	3	4	4	2	2	28	56
7	C-7	2	1	3	3	2	2	2	1	3	3	22	44
8	C-8	2	2	2	2	3	2	3	3	2	2	23	46
9	C-9	2	2	3	3	3	2	3	3	3	3	27	54
10	C-10	3	2	2	2	3	3	2	3	3	3	26	52
11	C-11	2	2	2	2	2	2	3	3	2	2	22	44
12	C-12	3	3	3	3	3	3	3	3	4	4	32	64
13	C-13	2	1	3	3	2	2	2	2	2	2	21	42
14	C-14	2	2	2	2	2	2	3	3	2	3	23	46
15	C-15	2	2	2	3	2	2	3	3	2	3	24	48
16	C-16	3	2	2	2	3	3	3	3	3	3	27	54
17	C-17	3	3	2	2	3	3	3	3	2	2	26	52
18	C-18	4	4	3	4	3	3	3	3	3	3	33	66
19	C-19	4	4	3	3	4	4	3	3	3	3	34	68
20	C-20	3	3	3	3	3	3	3	3	4	4	32	64
21	C-21	4	4	3	3	4	4	3	3	3	3	34	68
22	C-22	2	3	3	3	2	2	2	2	3	3	25	50
23	C-23	3	3	4	4	3	2	3	3	3	2	30	60

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
24	C-24	2	2	3	3	3	3	3	3	3	3	28	56
25	C-25	3	3	3	3	2	2	2	2	2	2	24	48
26	C-26	3	3	4	4	3	2	3	3	3	2	30	60
27	C-27	3	3	2	2	3	3	3	3	3	2	27	54
28	C-28	2	3	2	3	3	3	3	3	3	2	27	54
29	C-29	3	3	3	3	2	2	3	2	2	3	26	52
30	C-30	2	2	4	5	3	3	2	2	2	2	27	54
31	C-31	2	2	2	3	3	3	2	2	2	2	23	46
32	C-32	2	3	2	3	2	3	2	3	3	2	25	50



Appendix 18

Score Post -Test Experimental Class

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	4	4	3	4	4	4	4	4	5	4	40	80
2	C-2	3	3	3	4	4	4	4	3	4	3	35	70
3	C-3	4	4	3	4	4	4	4	4	5	5	41	82
4	C-4	4	4	4	3	4	4	4	4	4	4	39	78
5	C-5	4	4	3	3	4	4	4	3	4	4	37	74
6	C-6	4	4	4	4	3	3	3	3	4	4	36	72
7	C-7	3	3	4	4	4	4	3	3	3	3	34	68
8	C-8	4	3	4	4	3	3	3	3	4	4	35	70
9	C-9	4	4	4	4	4	4	4	4	4	4	40	80
10	C-10	5	5	5	5	3	3	3	3	3	3	38	76
11	C-11	3	3	4	4	3	3	4	3	4	4	35	70
12	C-12	4	4	4	4	4	4	4	3	4	4	39	78
13	C-13	5	4	4	4	3	3	3	3	3	3	35	70
14	C-14	3	3	4	4	4	4	4	4	4	4	38	76
15	C-15	4	4	4	4	4	4	4	3	4	4	39	78
16	C-16	4	3	4	4	4	3	4	4	4	4	38	76
17	C-17	4	3	4	4	4	4	4	4	3	3	37	74
18	C-18	5	5	5	5	5	4	4	4	5	5	47	94
19	C-19	4	4	5	5	4	4	4	3	4	4	41	82
20	C-20	4	4	4	4	4	4	3	3	4	4	38	76
21	C-21	4	4	5	5	4	4	4	4	5	5	44	88
22	C-22	3	3	4	4	4	4	3	3	3	3	34	68
23	C-23	4	4	5	4	5	4	5	5	4	4	44	88

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
24	C-24	4	4	3	4	4	4	4	4	5	4	40	80
25	C-25	5	3	3	3	5	4	4	4	3	3	37	74
26	C-26	5	4	5	4	5	4	5	5	4	4	45	90
27	C-27	3	3	4	4	3	3	3	3	3	4	33	66
28	C-28	4	4	5	5	5	4	4	4	4	4	43	86
29	C-29	3	3	5	4	5	4	4	3	3	3	37	74
30	C-30	5	4	4	4	3	3	4	4	4	3	38	76
31	C-31	4	4	5	5	5	4	4	4	4	4	43	86
32	C-32	4	4	4	4	4	4	4	4	4	4	40	80



Appendix 19

Normality of Pre-Test in Control and Experimental Class

Technique	Kolmogorov-Sminorv ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control experiment	.112	28	.200*	.959	28	.322
	.120	32	.200*	.948	32	.123



Appendix 20

Normality of Post Test in Control and Experimental Class

Test of Normality

Technique	Kolmogorov-Sminorv ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control experiment	.129	28	.200*	.956	28	.272
	.12	32	.200*	.963	32	.321



Appendix 21
Hemogeneity Test
Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval For Mean		minimum	Maximum
					Lower Bound	Upper Bound		
Control	28	49.2857	6.11529	1.15568	46.9145	51.6570	40.00	58.00
Experimental	32	54.5000	7.67064	1.35599	51.7344	57.2656	42.00	68.0
Total	60	52.0667	7.41018	.95665	50.1524	53.9809	40.00	68.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
ScoreBased onMean	.860	1	58	.358

Appedix 22
Hypothetical Test

Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Control	28	49.2857	6.11529	1.15568
Experimental	32	54.5000	7.67064	1.35599

Hypothetical Test

T	Df	Sig. (2-tailed)
2.883	58	.006

Appendix 23

Students transcript on pre test

Experimental class

Name : C-11

Topic : cinderella

Text

Once upon a time, there lived an unhappy young girl with her stepmother and two step sisters who didn't like her. All the nice things, kind thought and loving touches were for her own daughters. But, for the poor unhappy girl, there was nothing at all. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders.

Script

One upon a time, ther lived an heppy yong gerl wit her step mother and two step sister who didn't like her. Al the nice things, kind thoug and loving tochesis were fer her owen daughter. Bat,for the pur an heppy gerl der was nothing et oll, for si hed to ward har all dey, en only when evri wer cam was shi elowed to sir tu sit for eway by the fayer the sinder.

Scoring for C-11

No	Aspect	R1	R2
1	Grammar	2	2
2	Vocabulary	2	2
3	Pronunciation	2	2
4	Fluency	3	3
5	Comprehension	2	2
	Total	11	11

In this research there are two raters to assess students' speaking ability. They are R1 and R2, R1 as a researcher and R2 as a teacher.

Students' transcript pre- test

Experimental class

Name : C-32

Topic : Snow White

Text

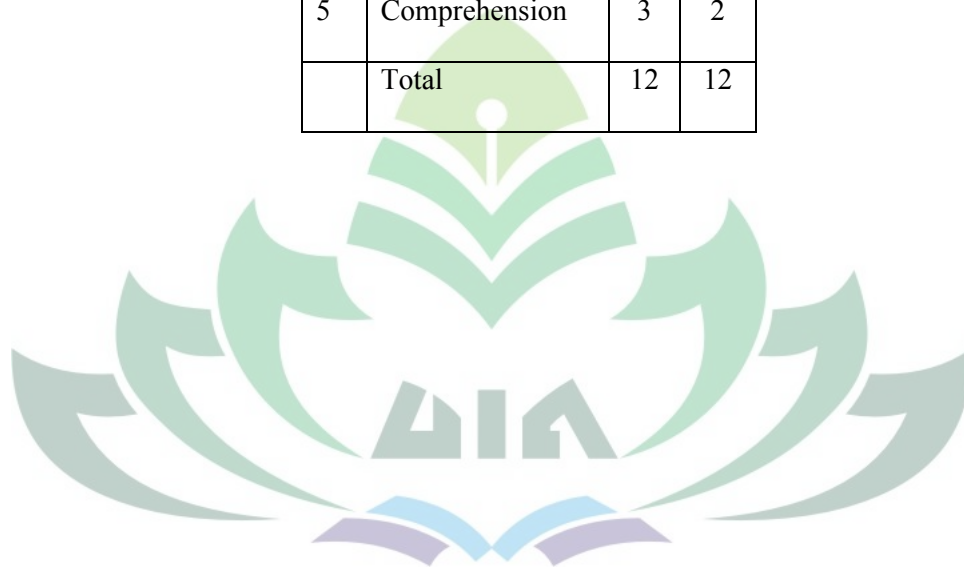
Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

Script

Wan upone taim in a gret cestel der was e biutiful prinses, si was very preti eeeee with blu ais en ee long blek hair , her skin wos delicet en waet emm en so si was coll snowet mmmm snowait hed a step mader wu had wu wes e wes jeles of snowet beuti, e her step mader tu wes veri biutuful en de mejik mirror tut her tis evri dey emm wenever si as it eee wan day de step mader as de mejik mirror, emmmmh wudeluf e wudelof a ledi in de len was de mejik mirror en swer snowet was de lovli in de len.

Scoring for C-32

No	Aspect	R1	R2
1	Grammar	2	3
2	Vocabulary	2	3
3	Pronunciation	2	3
4	Fluency	3	2
5	Comprehension	3	2
	Total	12	12



Students' transcript on post test

Experimental class

Name : C-18

Topic : The Story of Toba Lake

Text

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

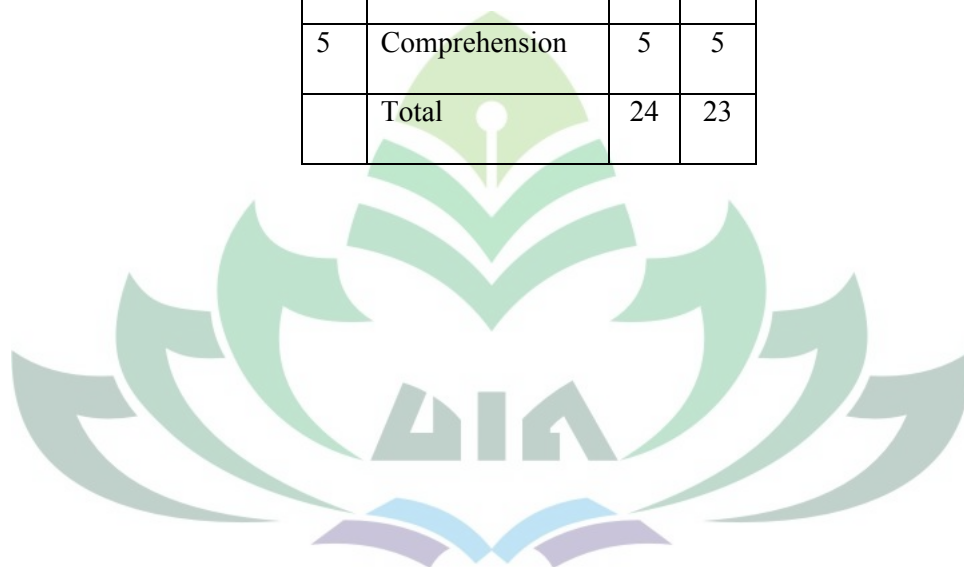
Script

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, wil the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promis not to tell anyone about the secret that I was once a fish, otherwise there will be a huge didester". The man made the deal and they got married, lived happily and had a daughter.

Scoring for C-18

No	Aspect	R1	R2
1	Grammar	5	5
2	Vocabulary	5	5
3	Pronunciation	5	4
4	Fluency	4	4
5	Comprehension	5	5
	Total	24	23



Students' transcript on post test

Experimental class

Name : C-26

Topic : Cinderella

Text

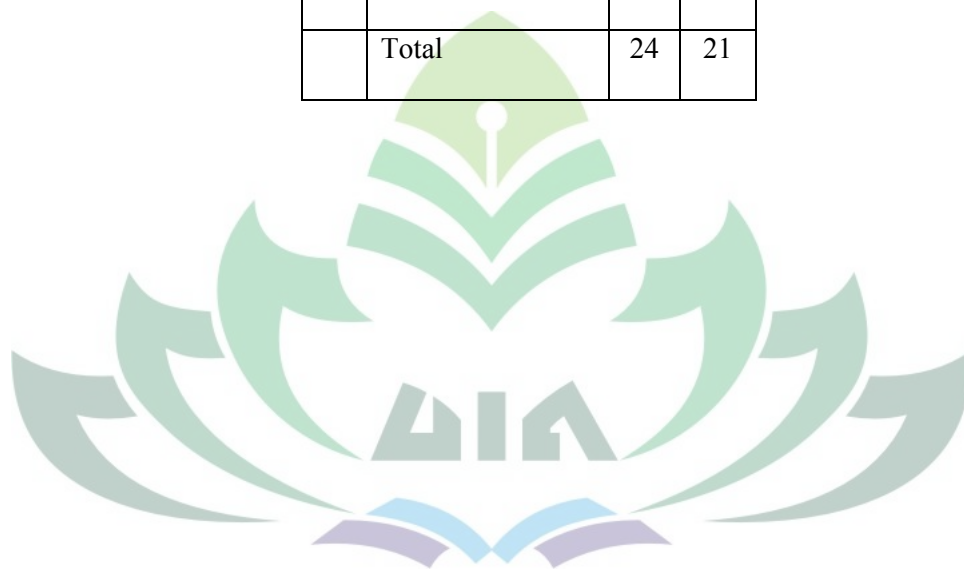
Once upon a time, there lived an unhappy young girl with her stepmother and two step sisters who didn't like her. All the nice things, kind thought and loving touches were for her own daughters. But, for the poor unhappy girl, there was nothing at all. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella.

Script

Once upon a time, there lived an unhappy young girl with her stepmother and two step sisters who didn't like her. All the nice things, kind thought and loving touches were for her own daughters. But, for the poor unhappy girl, there was nothing at all. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella.

Scoring for C-26

No	Aspect	R1	R2
1	Grammar	5	4
2	Vocabulary	5	4
3	Pronunciation	5	4
4	Fluency	5	5
5	Comprehension	4	4
	Total	24	21



Appendix 24

Documentation



1. Class experimental

The students are handing out information about the result to other group.



2. Class Experimental

The students back to their group and report their finding from other groups and matches the information their got.



1. class control

The students divide role of the text in share



2. class control

The students perform in the fornt of class.